

UNIVERSITY OF WISCONSIN-WHITEWATER
AUDIT AND REVIEW
UNDERGRADUATE PROGRAM

Program Title: Sociology Department

Review Date: 2004-2005

Previous Audit and Review Evaluation Report: See Appendix A.

Accreditation Attained: None Offered or Endorsed by the American Sociological Association

I. Program Highlights/Initiatives

A. Overview of Current Curriculum

Sociology Majors

- BA/BS in the College of Letters and Sciences – 33 credits
- BA/BS in the College of Letters and Sciences with a Criminal Justice Broadfield Emphasis – 54 credits
- BSE in the College of Education – 42-43 credits for Licensure, 33 credits in Sociology
- BSE in the College of Education with a Broadfield Social Studies I Emphasis – 40-41 credits for Licensure, 54 credits Social Science including 33 credits in Sociology
- BSE in the College of Education with a Broadfield Social Studies II Emphasis – 40-41 credits for Licensure, 54 credits Social Science including 21 credits in Sociology

Sociology Minors

- Sociology – 21 credits
- Criminal Justice – 24 credits
- Family and Health Studies – 24 credits

The Family and Health Studies minor was introduced in 2001. This minor is an interdisciplinary course of study that focuses on the social and psychological dimensions of family and health. It integrates career development goals with a foundation in the liberal arts to provide students with the background to understand and analyze the interrelationships between family and health issues. This minor was designed to enhance students' abilities to confront the challenges facing families in the twenty-first century and to increase graduates' marketability in a world with ever-expanding occupational opportunities in organizations that serve family and health-care needs. Fifty-one students are currently enrolled in the Family and Health Studies minor.

B. Special Recognition Received During Review Period

- The Sociology Department has the highest SCH/FTE in the University (see Appendix E).

- Sociology was the department chosen to develop and house the College of Letters and Sciences' new interdisciplinary minor in Forensics (see IV.A.3.).
- Sociology was chosen to become the new home for the Anthropology program in 2004-05. The Department plans to develop an Anthropology minor and a Sociology/Anthropology Emphasis during the next review period (see IV.A.3.).

C. New Academic Assessment Initiatives Anticipated

A major goal of the Department is to cultivate in students a *sociological imagination* which allows one to see how *personal* or private troubles are related to *public* issues. A sociological imagination helps us understand the social forces that shape our lives and that define and constrain our choices and opportunities.

Sociologists Liz Grauerholz and Sharon Bouma-Holtrop (2003) have introduced a concept of “critical sociological thinking” that embodies the type of higher-level thinking we want to help our students attain. Critical sociological thinking “refers to the ability to logically and reasonably evaluate an argument or problem while maintaining an awareness of and sensitivity to social forces and contexts.”

Critical sociological thinking encompasses both *critical* thinking and *reflective* thinking, and it highlights the importance of sociological knowledge and the sociological imagination in making judgments about the social world. When students use critical sociological thinking, they perceive and understand that their individual life choices, circumstances, and troubles are shaped by larger social forces such as race, gender, social class, and social institutions.

Grauerholz and Bouma-Holtrop have developed and tested a scale that can be used to measure critical sociological thinking, and they demonstrate its usefulness in the empirical analysis of student writing (see Appendix G). They also suggest that the scale can be used as an evaluation tool not only for essay exams and term papers, but also for in-class participation and debates. Moreover, since the scale reflects several key components of critical sociological thinking, it can serve as a guide to curriculum design by helping to identify both key learning goals and areas that need to be more carefully addressed in teaching. This scale will be a useful tool in assessment, and it will be incorporated in the evaluation of student work in the next review period.

II. Academic Assessment

Sociology ARs: See Appendix C.

A. Centrality

1. Centrality of Program to the UW-Whitewater Mission and Strategic Plan

- The Department of Sociology “provide(s) a range of undergraduate programs and degrees.” These programs and degrees are identified in Part I.A. of this report. We believe that our program contributes significantly to the liberal arts foundation of the university’s educational programs. Overall, 358 students have selected a major offered by the Sociology Department (see Appendix E) and 218 students have chosen a minor offered by the Sociology Department.
- Sociology courses are “intellectually challenging, current, and dynamic.” All courses are revised on a regular basis. Several courses were completely redesigned during this review period. “Social Change,” for example, was redesigned to highlight global perspectives and was retitled “Sociology of Globalization.” Several *new* courses, for example, “Women and Crime” and “Sociology of Sport,” were created to provide coverage of topics of emerging importance in this ever-changing world. Other courses, e.g., “Sociology of Terrorism,” have been put through the curricular process and will be taught in 2004-05 (see II.B.5). In addition, faculty have increased their proficiency in the use of computer technology through university sponsored workshops and self-education, and they have continued to incorporate new technology into instruction where appropriate.
- Department members “engage in scholarly activity” and are “exemplars in their fields.” See Appendix F for an extraordinary record of accomplishments in research including multiple College and University awards for outstanding scholarship.
- The Department “create(s) a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students.” It fosters “respect for diversity and an appreciation of global perspectives.” We offer a range of courses that examine multicultural experiences and celebrate diversity, including courses on “Race and Ethnic Relations,” “The African American Community,” “African American Families,” “Sociology of Pacific Asia,” “Contemporary Japanese Society,” “Introduction to Australian Studies,” “The Holocaust,” “Stratification and Social Inequality,” and “Processes and Patterns of Racial/Ethnic Relations.” We have also developed travel studies to Mexico, Australia, Africa, Japan, Thailand, and Vietnam, and we have taught a Special Studies entitled “International Perspectives on Crime, Justice, and Human Rights” and an International studies course on Globalism. In addition, Sociology faculty serve as Coordinators of both Race and Ethnic Cultures and Asian Studies. All faculty work closely with the Center for Students with Disabilities to accommodate the needs of students with physical challenges or learning disabilities. In this review period, we have also developed a course on the “Sociology of Disability” and an accessible field trip for the “Sociology of Globalization.”
- We contribute to UW-Whitewater’s reputation as a “regional cultural and economic resource center through service initiatives.” Every fall semester a service-learning component is included in our “Social Problems” class. This component simultaneously benefits people in need in the community and mentors undergraduates in the importance of and satisfaction from service to one’s community.

- We provide “continuing education and outreach programs” by regularly offering dual-level undergraduate/graduate courses on campus, courses through UW-W Outreach, and courses for UW-Rock County’s liberal studies degree completion program.
 - We enhance “out of class learning opportunities” by providing career-oriented preparation through our internship program. We place approximately 50 students per year in internships in a wide variety of occupational settings (see III.E.1.d.).
2. Relationship of the Program to Other Programs in the University

Many students who do not choose a major or minor offered by Sociology take one or more courses offered by Sociology faculty in order to fulfill core or general studies requirements, diversity requirements, and/or the 300/400 Level B.A./B.S. requirements.

The following courses are offered jointly with other departments. Sociology 356 (Political Sociology) is cross-listed with Political Science. Sociology 353 (Sociology of Religion) and Sociology 388/588 (The Holocaust) are cross-listed with Philosophy and Religious Studies. Sociology 270 (The African American Community) and Sociology 392 (African American Families) are cross-listed with Race and Ethnic Cultures.

In addition, the following Sociology courses count toward majors and/or minors in other programs:

Asian Studies minor: Sociology 290 and Sociology 350

Environmental Studies minor: Sociology 362/562

Health Education certificate: Sociology 310

Health Education minor: Sociology 310

Health Promotion minor: Sociology 310

International Studies major: Sociology 280, Sociology 290, Sociology 350, Sociology 353, Sociology 356, Sociology 362, Sociology 385, and Sociology 388

International Studies minor: Sociology 290

Leadership and Military Science Minor: Sociology 140, Sociology 355, and Sociology 380

Public Administration: Sociology 250 and Sociology 352

Urban and Area Development minor: Sociology 352

Women’s Studies major and minor: Sociology 310/510, Sociology 345, and Sociology 379

Sociology courses also count in a number of Broadfield Social Studies programs.

B. Program Goals and Assessment

1.a. Department Goals

The Department's statement of goals is prepared annually in reference to UW-Whitewater's Strategic Plan and is designed to contribute to the fulfillment of the university's mission. The annual plan identifies twenty-two significant activities which, when considered collectively, represent the Department's priority efforts.

These goals are:

1. Recruit and mentor new tenure-track faculty.
2. Support faculty research endeavors.
3. Encourage and support faculty development activities in the form of exchanges, grant applications, and sabbaticals.
4. Offer a diverse array of current, intellectually challenging courses at all levels to support all major and minor programs.
5. Support the Core Curriculum with sections of GenEd 130 distributed throughout the day and week.
6. Contribute to the General Education program by offering a variety of Sociology GS courses.
7. Offer courses that fulfill the diversity requirement.
8. Maintain and develop experiential learning opportunities for students through the applied sociology (internship) experience.
9. Develop and teach on-line courses; incorporate new instructional technology as appropriate.
10. Encourage international travel study programs for students and faculty.
11. Contribute faculty expertise to the Women's Studies program, the Asian Studies program, Race and Ethnic Cultures, Criminal Justice, and the Family and Health Studies Minor.
12. Encourage faculty participation in the Learn Center programs.
13. Contribute to university governance through elected and appointed committee assignments.
14. Provide service to public forums such as radio, print media, and community organizations.
15. Maintain an effective program of student advising, career counseling, and program assessment.
16. Encourage and recognize student accomplishments through Alpha Kappa Delta, the International Sociology Honor Society; the Outstanding Junior Award; and the J.T. von Trebra Award. Encourage and recognize superior writing through the Dennis Hassler Memorial Prize and the L&S Writing Competition.
17. Administer the Sociology Tuition Scholarship.
18. Support and encourage student involvement in the Student Sociological Association, the student sociology club.
19. Provide graduate study opportunities.
20. Offer students Honors credit in select courses.

21. Provide appropriate assistance to students with disabilities.
22. Update department web page. (The department's web page will undergo further revisions when the university template is completed.)

As the information and data presented in this report indicates, the Department has compiled a successful record of accomplishing its annual goals, thereby contributing to the mission of the university.

1.b. Learning Objectives and Educational Assessment Techniques

Note: For purpose of assessing outcomes, the following definitions have been adopted by the Department of Sociology:

- “Understanding” means possesses the cognitive abilities of knowledge/comprehension and the ability to apply concepts.
- “Command” means possesses the cognitive ability of analysis in an upper division course.

(1) Subject Matter

- Graduating Sociology majors will have attained at a minimum an “understanding” of each of four substantive areas in the discipline:
 - (a) Social Structure, Process, and Change
 - (b) Inequality and Diversity
 - (c) Social Institutions
 - (d) Deviance, Crime, and Control

Assessment Techniques

1. Student progress in successfully completing courses in the four substantive areas is monitored by faculty advisors in advising sessions every fall and spring.
2. “Understanding” is evaluated by student response to embedded objective questions on exams and by performance applying concepts on exams and in homework assignments, student reports, student presentations, and/or class discussion (see Appendix Q).
3. The Exit Survey (see Appendix N) of graduating seniors solicits information on whether they believe the learning objectives of the four substantive areas have been met.
4. The Audit and Review of Academic Programs Student Survey provides information on student understanding.

(2) Cognitive Development

- Graduating sociology majors will be able to integrate and apply sociological theories, research methods, and substantive knowledge (a) in upper division courses and (b) in their own lives (e.g., work or family).

Assessment Techniques

1. Evaluation of student essays and term papers in upper division courses.
2. The Exit Survey solicits specific examples of the application of sociology to other areas of life.
3. For students who intern, reports from the on-site intern supervisor provide information on this goal.
4. The Audit and Review of Academic Programs Student Survey provides information on students' ability to integrate and transfer knowledge from their major, to formulate and implement problem-solving strategies, and to make sound decisions.

(3) Skills

- Graduating sociology majors will have at minimum a "command" of
 - (a) sociological theory
 - (b) sociological methods of research

Assessment Techniques

1. Evaluation of student exams and assignments in theory and methods courses.
 2. The Exit Survey solicits information on whether graduates believe these learning objectives have been met.
 3. The Audit and Review of Academic Programs Student Survey provides information on students' ability to research problems.
- Graduating sociology majors will have the oral skills and the writing skills necessary to communicate effectively with people they encounter in their work, their civic obligations, and their personal lives.

Assessment Techniques

1. The Exit Survey inquires if students believe they have acquired these skills and solicits specific examples of their use.
 2. The Audit and Review of Academic Programs Student Survey provides information on students' evaluation of their oral and writing skills.
 3. For those students who intern, information on communication skills is obtained via reports from on-site supervisors.
 4. Evaluation of writing samples in select courses.
- Graduating sociology majors will have the computer skills necessary for sociological writing and research, including (a) facility in using one or more standard word-processing programs; (b) statistical data analysis program (e.g., SPSS).

Assessment Techniques

1. Students' work in Methods of Social Research provides evidence of their facility in using computer programs.
2. The Exit Survey solicits graduates' perceptions of their capabilities.
3. The Audit and Review of Academic Programs Student Survey provides information on students' evaluation of their computer skills.

(4) Other Objectives

- Sociology majors will complete their degrees in a timely fashion.

Assessment Techniques

1. The Exit Survey solicits information on delays in degree completion and the possible reasons for them (e.g., part-time enrollment, deaths in the family).

2. How Curriculum Contributes to Fulfilling Goals and Objectives

The Sociology Curriculum is organized to package existing courses in four substantive areas that are essential components of the discipline:

- (a) Social Structure, Process, and Change
 - SOCIOLGY 140 Introductory Sociology (GS)
 - SOCIOLGY 250 Social Problems (GS)
 - SOCIOLGY 340 Social Movements and Collective Behavior
 - SOCIOLGY 352 Urban Sociology
 - SOCIOLGY 355/555 Social Psychology*
 - SOCIOLGY 362/562 Population Dynamics
 - SOCIOLGY 380/580 Organizations and Society
 - SOCIOLGY 385 Sociology of Globalization
 - SOCIOLGY 465/665 Extraordinary Groups
- (b) Inequality and Diversity
 - SOCIOLGY 265 Race and Ethnic Relations (GS)
 - SOCIOLGY 270 The African American Community (GS)*
 - SOCIOLGY 280 Introduction to Australian Studies
 - SOCIOLGY 290 Sociology of Pacific Asia
 - SOCIOLGY 345 Sociology of Gender
 - SOCIOLGY 350 Contemporary Japanese Society
 - SOCIOLGY 351/551 Social Stratification and Social Inequality
 - SOCIOLGY 388/588 The Holocaust*
 - SOCIOLGY 391/591 Processes and Patterns of Racial/Ethnic Inequality
- (c) Social Institutions
 - SOCIOLGY 252 Marriage and the Family (GS)
 - SOCIOLGY 310/510 Sociology of Health and Illness
 - SOCIOLGY 312 Sociology of Sport
 - SOCIOLGY 330 Sociology of Education
 - SOCIOLGY 353 Sociology of Religion*
 - SOCIOLGY 356 Political Sociology*
 - SOCIOLGY 365 Sociology of Law
 - SOCIOLGY 392 African American Families*
 - SOCIOLGY 455/655 Sociology of the Family
- (d) Crime and Control
 - SOCIOLGY 276 Introduction to Criminology (GS)
 - SOCIOLGY 370/570 Juvenile Delinquency
 - SOCIOLGY 372/572 White Collar Crime
 - SOCIOLGY 374 Sociology of Police and Courts

SOCIOLGY 378	Sociology of Punishment and Corrections
SOCIOLGY 379	Women and Crime

*Courses offered jointly with other departments

Sociology majors must take at least one course from each of the above four groups. At least nine credits must be 300 or 400 Level. In addition, the following courses are required:

SOCIOLGY 301	Sociological Analysis
SOCIOLGY 473/673	Social Theory: Classical and Contemporary Perspectives (Formerly Sociology 474 or 475)
SOCIOLGY 476/676	Methods of Social Research

A minimum of 33 credits is required. The following specialized elective courses may be chosen in bringing the number of credits to 33:

SOCIOLGY 478	Sociology in Practice
SOCIOLGY 490/690	Sociology Workshop
SOCIOLGY 491	Travel Study
SOCIOLGY 493	Applied Sociology
SOCIOLGY 494/694	Seminar in Sociology
SOCIOLGY 496/696	Special Studies in Sociology
SOCIOLGY 498	Independent Study in Sociology
SOCIOLGY 499	Senior Honors

Students choosing the 54 credit Sociology/Criminal Justice Emphasis must choose 30 credits from the above Sociology Curriculum. The 30 credits must include the three required courses as well as one course from each of the four groups. In addition, students must take 24 credits of Criminal Justice courses below. Sociology 276: Introduction to Criminology is required. Also required are at least four courses from the following:

- (a) Sociology

SOCIOLGY 276	Introduction to Criminology (GS)
SOCIOLGY 370/570	Juvenile Delinquency
SOCIOLGY 372/572	White Collar Crime
SOCIOLGY 374	Sociology of Police and Courts
SOCIOLGY 378	Sociology of Punishment and Corrections
SOCIOLGY 379	Women and Crime
- (b) Political Science

POLISCI 316/516	Police and Criminal Justice Administration
POLISCI 415/615	Criminal Justice and the Constitution
POLISCI 419/619	The Judicial Process
- (c) Social Work

SOCWORK 235	Child Welfare
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- (d) Safety Studies

SFTYGEN 255	Alcohol and Other Drugs
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- (e) Criminal Justice

CRIMJUS 321	Criminal Investigation
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Courses to total 24 credits may also be chosen from:

- (a) Sociology
 SOCIOLGY 352 Urban Sociology
 SOCIOLGY 351/551 Social Stratification and Social Inequality
 SOCIOLGY 355/555 Social Psychology*
 SOCIOLGY 391/591 Processes and Patterns of Racial/Ethnic Inequality
- (b) Political Science
 POLISCI 320/520 Public Policy and Administration
 POLISCI 414/614 Constitution and Civil Liberties
 POLISCI 421/621 Public Personnel Administration
 POLISCI 462/662 Social Welfare Policy
- (c) Social Work
 SOCWORK 102 Introduction to Social Welfare and Social Work
 SOCWORK 311/511 Human Behavior and the Social Environment I
 SOCWORK 380/580 Race, Ethnicity and Social Justice
- (d) Psychology
 PSYCH 304 Psychology of Personality (GS)
 PSYCH 331 Psychology of Childhood (GS)
 PSYCH 332 Psychology of Adolescence
 PSYCH 345/545 Abnormal Psychology
 PSYCH 355 Social Psychology*
 PSYCH 446/646 Introduction to Clinical Psychology
 PSYCH 486/686 Interview and Psychotherapy Techniques
- (e) Communication-Speech
 SPEECH 228 Interpersonal Communication
 SPEECH 244 Communication and Interviewing
 SPEECH 328/528 Communication Conflict Resolution
 SPEECH 424/624 Cross Cultural Communication (GS)

* Courses offered jointly with other departments

No more than 15 credits may be taken from any department.

3. Assessment Data Gathered

- The Department revised and administered both Entrance and Exit Surveys (see Appendix M and N).
- The Department conducted a Survey of Students' Scheduling Preferences (see Appendix R).
- Senior By Major: UW-Whitewater NSSE Data 2003 were examined.
- Data from the Student Survey for Audit and Reviews of Academic Programs were examined.
- Data from assessment measures that faculty members devised and tailored to particular courses were examined (see Appendix D, H, and Q).
- Feedback from internship supervisors was examined (see Appendix K).

Please note: II.B.3. and II.C.3. are identical items. Further consideration of the assessment data will be presented in II.C.3.

4. Department Contribution to State and Societal Needs and Diversity and Global Awareness

The Department's successful accomplishment of its stated goals (see II.B.1.) contributes to the needs for a highly trained, informed, and motivated labor force and citizenry within the state, region, and beyond. In order to meet the continuing educational needs of people in our service area, the Department offers both undergraduate and graduate level credits on a regular basis. Our regular curriculum offerings include core courses, general studies (GS) courses, diversity credits, and lower and upper division courses that support the Sociology Major, the Sociology/Criminal Justice Emphasis, and our three minor programs. Approximately 50 students per year serve as interns in a wide variety of organizations in the region.

The Department also has articulation agreements with Gateway Technical College, Milwaukee Area Technical College, and Waukesha Technical College. We have agreed to award transfer credit to students earning a grade of "C" or better in specified Criminal Justice courses upon the student's successful completion of an AAS degree at these colleges.

All Sociology courses are culturally sensitive and seek to foster respect for diversity. *Nine* Sociology courses focus predominantly on multicultural experiences and/or global perspectives (see II.A.1.), and Sociologists coordinate both Race and Ethnic Cultures and Asian Studies. The Department also offers travel studies to Mexico, Australia, Africa, Japan, and Thailand and Vietnam, and we are pleased to report that the number of students enrolling in travel studies continues to rise.

In addition, the Department has developed a faculty exchange program with Deakin University in Australia, as well a Crime Reporting Module that is sponsored jointly by the Departments of Sociology and Communications. This module can be completed at either Deakin University or at UW-Whitewater (see II.B.5.).

The acquisition of the Anthropology program in 2004-05 will further enrich the global awareness of UW-W students.

5. Changes in Goals, Objectives, and Curriculum Since Previous Review

In the last Audit and Review, it was noted that "resources to teach the Sociology version of the core course, 'Individual and Society,' have been secured by cannibalizing the existing curriculum: Offerings of 'Introductory Sociology,' 'Social Problems,' and 'Marriage and Family' have been cut back sharply. 'Race and Ethnic Relations' is offered on a catch as catch can basis despite the importance we feel it should have in the University's diversity requirement." One important goal in this review period has been to revitalize the Department's General Studies (GS) program while still making significant contributions to General Education through the

continued teaching of “Individual and Society.” The Department has accomplished this goal.

We offered twelve sections of “Individual and Society” in Fall 2003 and nine sections in Spring 2004. Twelve sections are scheduled for Fall 2004. The following table shows the number of General Studies courses offered since Fall 2003.

	<u>Fall 2003</u>	<u>Spring 2004</u>	<u>Fall 2004</u>
African American Community	3	0	3
Introduction to Criminology	5	5	6
Introductory Sociology	3	1	1
Marriage and Family	3	2	5
Race and Ethnic Relations	4	3	4
Social Problems	2	2	4

The revitalization of the Department’s GS program was made possible by the productivity of the faculty and academic staff. The number of majors and minors as well as SCH/FTE have been rising steadily over the past few years. The Department’s ability to attract students has led L&S administrators to offer Sociology faculty the possibility of teaching overload sections and the opportunity to recruit new academic staff. In addition, class sizes for GS courses have been raised to room capacity and academic staff have been required to teach a 5/4 load. As we accommodate more students in GS courses, more students are attracted to one of our majors or minors, increasing the demand for our courses. Although we are most grateful for the opportunities for growth, we look forward to the day when academic staff can once again teach a 4/4 load and faculty salaries reflect the Department’s productivity.

The Department introduced one new minor, “Family and Health Studies” (see I.A.), and six new Sociology courses during this review period: “Sociology of Disability,” “Sociology of Sport,” “Women and Crime,” and three new “Travel Studies” courses—one to Mexico, one to Australia, and one to Thailand and Vietnam. “International Perspectives on Crime, Justice, and Human Rights,” “Sociology of Aging,” and “Sociology of Serial Murder” were taught as Special Studies courses. In addition, W. Lawrence Neuman offered the International Studies “Topics” course with a focus on Globalism. Also created was a new prefix, “CRIMJUS” for applied Criminal Justice and Forensics courses to be offered by Sociology. “Criminal Investigation” was the first course taught under this new prefix.

In addition, “Social Change” and the “Sociological Theory” offerings were completely revamped. “Social Change” was redesigned to highlight global perspectives on social change and it was retitled “Sociology of Globalization.” A new theory course, “Social Theory: Classical and Contemporary Perspectives,” was created to replace “Classical Sociological Theory” and “Contemporary Sociological Theory.” Previously, the vast majority of Sociology majors took either “Classical” or “Contemporary” since only one theory course was required. This new required course allows students to develop a deeper understanding of social theory through the

study of the classical roots of social theory, the influence of classical perspectives on contemporary theorists, and contemporary currents in social theory.

In this review period, three courses were introduced as web-based courses for the first time: General Education 130: “Individual and Society,” Sociology 265: “Race and Ethnic Relations,” and Sociology 355/555: “Social Psychology.” Sociology 352: “Urban Sociology” was taught as a hybrid course.

In addition, the Departments of Sociology and Communication developed an interdisciplinary “Crime Reporting Module”. This carefully selected cluster of courses enhances the understanding of the criminal justice system for journalism students and provides criminal justice students with the communication skills necessary to become effective advocates for their discipline. This module may be completed at UW-W or at Deakin University in Australia. The UW-W Sociology and Communication departments have existing relationships with their peer departments at Deakin University and have identified an extensive list of equivalent courses, including ones in this module.

The Sociology Department has responded to the recommendations listed in the previous audit and review report (see Appendix A) as follows. The Department has continued to explore ways to address students’ difficulty with theory and methods courses. The introduction of Sociology 301: “Sociological Analysis,” specifically designed for majors and minors, has provided an excellent foundation for students. This course, a prerequisite to both Theory and Methods, concentrates on key theoretical and methodological concepts and gives students considerable practice *applying* these concepts through a series of “hands-on” exercises, many of which require use of the computer for quantitative data analysis. (See Appendix D for learning objectives in “Sociological Analysis.” Note the attention paid to practicing applications until confidence is gained. In the section on assessment, note the number and variety of assignments.) In addition, the redesign of the theory requirement (discussed above) better serves students since they develop a complete introductory understanding of the key theoretical camps in social theory. Furthermore, creative and intellectually challenging class assignments have been developed to help students see the relevance and applicability of sociological theory and to motivate them to work hard on their writing skills. See Appendix H for the assignment “Message in the Music” which directs students to identify themes in songs of their choosing and discuss how three different sociological theorists would explain the issues in the songs.

The Department has also continued to address the improvement of students’ writing skills. Writing is now required in all Sociology courses. The kinds of writing assigned in Sociology include:

- writing in which students develop/discuss hypotheses and features of research design and discuss quantitative data results
- writing in which students write ethnographic field notes and develop analytic themes in the qualitative data

- writing in which students summarize and synthesize several research articles from academic journals
- writing in which students integrate substantive material from two or more theoretical perspectives
- writing in which students outline, organize, and present a variety of different types of substantive materials into a single coherent narrative form
- writing that resembles a journal article
- research proposals
- book and video reviews, book reports, abstracts/summaries

In the previous Audit and Review it was noted that some students indicated that their graduation was delayed due to difficulty scheduling required classes. The Department conducted a survey to identify the days and times students were able to (or preferred to) take classes (see Appendix R). The results of the survey indicated that 88% of the students responding wanted to take blocks of classes (classes back-to-back) rather than classes scattered throughout the day. These students indicated that if they could not take blocks of classes, it would be more difficult for them to schedule non-class activities (e.g., jobs and child care), it would be more difficult for them to take all the classes they needed, and/or it would lengthen their time to completion of degree. The survey also indicated that 79% of the students preferred a schedule that did not include 50-minute classes. In addition, a review of enrollment patterns indicated that early morning classes were the daytime classes that were least likely to fill to capacity.

In response to these results, the Department now schedules a higher proportion of two-day-per-week 75 minute classes, fewer three-day-per-week 50-minute classes, and relatively few early morning classes. The fact that the Department (which has sixteen-and-a-quarter faculty and academic staff and 358 majors and 218 minors) has been assigned only three classrooms has limited our ability to further accommodate student needs and has made preparing the timetable a considerable challenge. Starting in Fall 2005, the Department will be assigned an additional classroom. This will lessen scheduling difficulties, although accommodating faculty and student needs/preferences will still require finding classrooms that other departments are assigned but not using.

The Department has also continued efforts in the recruitment of women and minority faculty. In 1999-2000, two people of color (one male and one female) were interviewed for an open position. The search was closed without a hire. In 2000-01, two women were hired (one of whom was of mixed race). Another woman was hired in 2001-02. In 2002-03, six candidates were interviewed (three Caucasian women and three people of color). The only candidate who was offered the job declined the position.

At the beginning of this review period, 80% of the Department faculty were Caucasian men, with one female and one man of color. At the end of this review

period, 50% of the department faculty were Caucasian men. In Fall 2004, one Latina and one Caucasian man are joining us on tenure-track lines.

Not only are the Sociology *faculty* more diverse today, so are the *academic staff*. At the beginning of this review period, 100% of the academic staff were Caucasian men. At the end of this review period, 50% were. (One academic staff member who was hired left after one year because she could earn more teaching high school than as full-time academic staff at UW-W). In Fall 2004, only 20% of the academic staff will be Caucasian men.

In response to other recommended actions, (a) pursuit of external funding is now listed as an expectation in all searches for new faculty and (b) more faculty have worked with the Learn Center to increase the number of submissions for extramural funding. (See IV.D for grants submitted and grants received in this review period).

6. Potential Revisions to the Curriculum

In 2004-05, "Marriage and Family" and "Urban Sociology" will be taught as web-based courses for the first time. New courses on "Sociology of Aging," "Sociology of Homicide," and "Sociology of Terrorism" will be put through the curricular process. An introductory course on "Forensic Science," which will be taught as a Criminal Justice Special Studies in Fall 2004, will also be put through the curricular process, as will Police Chief John Reid's new Criminal Justice course on "Physical Evidence Collection." In addition, courses on "Minorities and the Criminal Justice System," "Sociology of Terrorism," and "Archaeology of Women" will be taught as Special Studies in Spring 2005 (see II.C.5.).

The Department will also begin to develop two new minors, one in Forensic Science and one in Anthropology (see IV.A.3.). Forensics is a rapidly growing field of study with obvious relevance for students of Criminal Justice. Anthropologist Peter Killoran, who will teach UW-W's first course on Forensics, will work with the Department Chair to oversee the development of an interdisciplinary Forensics minor. Course work in Forensics will strengthen the resumes of graduates seeking employment in the highly competitive field of Criminal Justice.

When Anthropology is re-merged with Sociology in 2004-05, the Department will begin the process of recruiting both a cultural anthropologist and an archaeologist. These new hires in Anthropology will allow for the development of both Anthropology minor and a Broadfield Sociology/Anthropology Emphasis in the next review period. Anthropology, the study of humankind from its beginnings millions of years ago to the present day, is a fascinating and important field of study. The Department relishes the opportunity to revitalize and expand this essential program. Given the emergence of globalization, the cross-cultural perspectives provided by Anthropology will serve to increase the marketability of those who are exposed to these perspectives.

The Sociology Department is also seeking to hire a faculty member to teach courses that include content on methods of human service practice. A substantial proportion of Sociology students want to pursue a career in human services. The Department would be better able to serve the needs of these students and the advancement of their careers if we could offer course work in this area (see IV.A.3.).

In the previous review period, the Department proposed a 54 credit Broadfield Sociology/Comparative Emphasis. This initiative was designed to support the effort to globalize the undergraduate program and strengthen the international education objective. Implementation of this emphasis was not approved by the former coordinator of International Studies. Now that a new coordinator is in place, the Department will reintroduce this proposal in Spring 2005.

C. Assessment of Student Learning/Outcomes

1. Performance Objectives

See II.B.1.b. for performance objectives specifying the subject matter, cognitive development, and skills students will demonstrate upon completion of the program.

2. Data Collection Techniques

See II.B.1.b. for description of data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.

3. Summarize Assessment Data Gathered

See Appendix D for List Linking Courses to Learning Objectives and Student Performance.

a. Subject Matter Objective: Understanding of Four Substantive Areas

- Student response to embedded objective questions on exams and student performance applying concepts on exams, homework assignments, reports, presentations, and/or class discussion indicates that 88% to 97% of students had acquired at least a basic understanding of subject matter in a sample of courses in the four substantive areas of the discipline.
- The Exit Survey indicates that 93% of graduates responding believed that they had attained familiarity with all four substantive areas of the discipline and had attained an in-depth knowledge of at least one of the substantive areas of the discipline.

- The Audit and Review of Academic Programs Student Survey indicates that Sociology majors feel well prepared* when it comes to “understanding and appreciating the basic knowledge of their major” and “having the ability to read and understand the current professional literature.”
 - The 2003 UW-Whitewater NSSE Data indicates that Sociology seniors believe that this institution has contributed “quite a bit” (3 or greater on a 4 point scale) to their knowledge, skills, and personal development “acquiring a broad general education.”
- b. Cognitive Development Objective: Ability to Integrate and Apply Sociological Knowledge
- Evaluation of student essays and term papers in selected upper division courses indicates that 86% to 94% of students had acquired at least a basic ability with 60% to 72% being at least relatively proficient at integration and application.
 - The Exit Survey indicates that most graduates believed that they were able to integrate and apply sociological knowledge in their own lives:
 - 87% indicated they had acquired “self-confidence and a sense of self-direction about using sociology in their personal lives, work lives, and civic lives.” The majority provided specific examples.
 - 96% indicated they had acquired “the ability to draw on sociological principles to create new knowledge and/or to intervene in social structures to solve problems.”
 - The Audit and Review of Academic programs Student Survey indicates that Sociology majors feel well prepared to “integrate and transfer knowledge from their major,” “formulate and implement problem solving strategies and techniques consistent with the changing needs of the discipline,” and “make sound decisions by assessing situations, prioritizing, and applying critical reasoning to complex information.”
 - NSSE Data indicates that Sociology seniors believe that this institution has contributed “quite a bit” (3 or greater on a 4 point scale) to their knowledge, skills, and personal development “acquiring a broad general education.”
 - Reports from on-site supervisors of students who intern indicate that 96% of the interns were able to “apply knowledge acquired in the classroom to help solve problems on the job.”

* For all references to the Audit and Review of Academic Programs Student Survey, “well prepared” is defined as a mean score of 5.2 or higher (on a seven point scale) for both BA and BS Sociology and Sociology/Criminal Justice Emphasis Majors.

c. Skills Objectives

1. Command of Sociological Theory and Research Methods

- Evaluation of student exams and assignments in Sociological Theory indicates that 97% of students have at least a basic level of competence in Theory with approximately 73% being at least relatively proficient with Theory.
- Evaluation of student exams and assignments in Research Methods indicates that 84% have attained at least a basic level of competence in Research Methods with approximately 57% being at least relatively proficient with Methods.
- The Exit Survey indicates that 91% of graduates believed that they understood “the role of theory and research methods in producing knowledge.”
- The Audit and Review of Academic Programs Student Survey indicates that Sociology majors feel well prepared to “research problems by formulating hypotheses, collecting and analyzing information, and drawing appropriate inferences.”
- The 2003 UW-Whitewater NSSE Data indicates that Sociology seniors believe that this institution has contributed “quite a bit” (3 or greater on a 4 point scale) to their abilities for “thinking critically and analytically” and “analyzing quantitative problems.”

2. Communication Skills

- Evaluation of writing samples in select courses indicates that the writing in 88% to 91% of samples is at least acceptable. Quality of writing in more than 60% is good or better.
- Reports from on-site supervisors of students who intern indicate that most interns exhibited effective oral and written communication skills.
- The Exit Survey indicates that 85% of graduates believed that they had acquired “the ability to communicate sociological knowledge orally and in writing.”
- The Audit and Review of Academic Programs Student Survey indicates that Sociology majors feel well prepared when it comes to “oral skills necessary to deliver clear, concise and persuasive reports” and “writing skills necessary to prepare clear, concise and persuasive reports.”
- The 2003 UW-Whitewater NSSE Data indicates that Sociology seniors believe that this institution has contributed “quite a bit” (3 or greater on a 4 point scale) to “writing clearly and effectively.”

3. Computer Skills

- Student computer skills are developed and assessed in both Sociology 301 and Sociology 476 (see Appendix D). Beyond requiring students to exercise skills with e-mail, word processing, and on-line courseware, they are given assignments that require them to use the on-line library sources to search for academic journal articles and they are taught to use statistical software and apply it in quantitative data analysis. In assignments using the statistical software, students are required to locate and open large-scale data files, select previously entered variables in the files, examine details

of variable coding, and produce a series of charts/tables with statistical tests in which they test hypotheses with the variables. After the students produce statistical results, they write an interpretation of the results in which they discuss percentage tables, statistical tests, measures of association, and statistical significance.

- Results of these assignments indicate that approximately 84% of students have achieved at least basic computer skills with approximately 57% achieving a considerable level of proficiency.
 - The Exit Survey indicates that 96% of the graduates believed that they had acquired “the ability to use computers to find, analyze, and communicate sociological information.”
 - The Audit and Review of Academic Programs Student Survey indicates that Sociology majors feel well prepared to “use computer technology and apply quantitative methods of analysis.”
 - The 2003 UW-Whitewater NSSE Data indicates that Sociology seniors believe that this institution has emphasized using computers in academic work “quite a bit” (3 or greater on a 4 point scale) and has contributed “quite a bit” to their knowledge, skills, and personal development “using computing and information technology.”
- d. Completion of Degree in a Timely Fashion
- The Exit Survey indicates that 41.5% of students indicated that they took more than four years to graduate. The most common reasons given for delayed graduation were pregnancy/childcare responsibilities, loss of credits when switching majors, need to work for pay, repeat of courses to raise GPA, and “personal reasons.”
- e. Other Relevant Findings
- The Exit Survey indicates that 95% of student respondents who interned reported that they learned some practical job-related skills during the internship, 89% reported that the internship helped them clarify their career goals to some degree, and 92% reported that the internship experience helped them gain some self-confidence. Of students who took “Sociology in Practice”, the preparatory course for the internship, 68% found the course useful and 24% found the course somewhat useful.
 - The Audit and Review of Academic Programs Student Survey indicates that Sociology majors feel well prepared when it comes to (1) appreciating the effects of international, multicultural, and ethnic factors, (2) having the ability to appraise ethical consequences of decisions, (3) having the skills to pursue lifelong learning, professional growth, and career progress, (4) having the ability to take the initiative and responsibility in unstructured and ambiguous environments, (5) being able to interact with peers in group settings, and (6) developing a commitment to and being able to enthusiastically enjoy the Sociology major.
 - The 2003 UW-Whitewater NSSE Data indicate that Sociology seniors “often” (3 or greater on a 4 point scale):

- work on papers or projects that require integrating ideas or information from various sources.
- put together ideas or concepts from different courses when completing assignments or during class discussions.
- include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.
- work with other students on projects during class.
- The NSSE Data also indicate that Sociology seniors believe that this institution has contributed “quite a bit” (3 or greater on a 4 point scale) to “working effectively with others.”
- In addition, the NSSE Data indicate that Sociology seniors describe their coursework as emphasizing the following mental activities “quite a bit” (3 or greater on a 4 point scale):
 - analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components.
 - synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.
 - making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.
 - applying theories or concepts to practical problems or in new situations.

Please note: The Sociology Department understands that these NSSE findings on mental activities do not document that UW-W seniors have performed well on these mental activities. This data is included to demonstrate that the Sociology Department places a high value on these skills and works to include significant practice at mastering them.

4. Relationship of Individual Courses to Student Performance Objectives
 - a. Subject Matter Objective: Understanding of Four Substantive Areas
 - See IIB.2 for breakdown of courses relevant to each of the four substantive areas. Courses chosen for study in this review period are Group 1: Sociology 250 (Social Problems), Sociology 352 (Urban Sociology); Group 2: Sociology 290 (Sociology of Pacific Asia), Sociology 351--formerly 451 (Social Stratification and Social Inequality); Group 3: Sociology 252 (Marriage and Family), Sociology 392 (African American Families); Group 4: Sociology 276 (Introduction to Criminology), Sociology 372 (White Collar Crime).
 - b. Cognitive Development Objective: Ability to Integrate and Apply Sociological Knowledge
 - Relevant courses are 300 and 400 level Sociology courses. Courses chosen for study in this review period are Sociology 356 (Political Sociology), Sociology 370 (Juvenile Delinquency),

Sociology 388 (The Holocaust), and Sociology 391--formerly 459 (Processes and Patterns of Racial/Ethnic Inequality).

c. Skills Objective: Command of Sociological Theory and Research Methods

- Relevant courses are Sociology 475 (Contemporary Sociological Theory) and Sociology 476 (Methods of Social Research).

d. Skills Objective: Communication Skills

- Relevant courses are 300 and 400 level Sociology courses. Courses chosen for study in this review period are Sociology 351 (Social Stratification and Inequality), Sociology 352 (Urban Sociology), and Sociology 356 (Political Sociology).

e. Computer Skills

- Relevant courses are Sociology 301 (Sociological Analysis) and Sociology 476 (Methods of Social Research).

5. Potential Revisions to the Curriculum Based on Results of Assessment

The Department's Entrance Survey was revised in this review period. One addition to the survey was the listing of seven new course titles that the Department was contemplating developing. The survey instructions asked students to indicate which, if any, of these courses they would like to see developed. "Racial Issues in Criminal Justice" was favored by 66% of the respondents. This course will be offered as a Special Studies in Spring 2005. (This course was retitled "Minorities and the Criminal Justice System" so as to include sexual as well as racial minorities.)

"Criminology in International Perspective," "Sociology of Mental Health," and "Sociology of Science" received favorable responses from 55%, 48%, and 22% of the respondents, respectively. The Department included these course titles in advertisements for new faculty positions but has thus far been unsuccessful in recruiting faculty with expertise in these areas.

The "Sociology of Environment" was recommended by 24% of the respondents and the "Sociology of Disability" by 22%. The Department has hired Margarita Alario, who has a specialization in Environment. She will put "Sociology of Environment" through the curricular process in Fall 2004. Ronald Berger will offer "Sociology of Disability" in Spring 2005.

"Health and Illness in International Perspective" received favorable responses from 10% of the students. We included this course title in job descriptions but have thus far been unsuccessful recruiting a faculty member with this interest. We have, however, received authorization to recruit a cultural anthropologist with a specialization in medical anthropology in 2004-05. If the search is successful, this new hire would provide the international focus we desire.

D. Dual-Level Courses

List of Dual-Listed Courses Delineating Graduate Expectations: See Appendix D1.

The following courses were dual-listed courses at the beginning of this review period. The number of students who took courses for graduate credit in this review period appears after the course title.

<u>Course Title</u>	<u>Number of Students</u>
Sociology 355/555 “Sociology Psychology”	2
Sociology 362/562 “Population Dynamics”	1
Sociology 370/570 “Juvenile Delinquency”	7
Sociology 372/572 “White Collar Crime”	0
Sociology 380/580 “Organizations and Society”	0
Sociology 388/588 “The Holocaust: Nazi Germany and the Genocide of the Jews”	0
Sociology 410/610 “Sociology of Health and Illness” (now Sociology 310/510)	4
Sociology 451/651 “Social Stratification and Inequality”	0
Sociology 455/655 “Sociology of the Family”	10
Sociology 459/659 “Processes and Patterns of Minority Group Relations” (now Sociology 391/591)	0
Sociology 465/665 “Extraordinary Groups: The Sociology of Intentional Communities”	1
Sociology 475/675 “Contemporary Sociological Theory”	0
Sociology 476/676 “Methods of Social Research”	1

In all Dual-Level Sociology courses, graduate students are required to do additional reading. They are also required to do either a more extensive paper or an additional research paper and, in some cases, to take more extensive exams. (See Appendix D.1. for course-by-course delineation of graduate expectations.)

The following courses were recently dropped as dual-level courses due to lack of graduate enrollment: “White Collar Crime,” “Organizations and Society,” “Social Stratification and Social Inequality,” “Processes and Patterns of Racial/Ethnic Relations” (formerly titled “Patterns of Minority Group Relations”), and “Contemporary Sociological Theory.”

The following dual-level courses were created during this review period: Sociology 350/550 “Contemporary Japanese Society” and Sociology 473/673 “Social Theory: Classical and Contemporary Perspectives.” (See Appendix D.1. for graduate-level expectations.)

E. Program Improvement Resulting from Assessment Efforts

1. Changes to Curriculum, Assessment Objectives, and Data Collection Techniques During Review Period

See II.B.5. for discussion of the one new minor, six new Sociology courses, one new Criminal Justice course, three new Special Studies courses, four new web-based or hybrid courses, and one new interdisciplinary module that were developed during this

review period. Also see II.B.5. for the substantial revision of “Social Change” and the reconfiguration of the theory requirement, as well the modifications in the curriculum in response to assessment data indicating that students often had difficulty with theory and methods courses.

Assessment data also indicated that a substantial minority of students had weak writing skills. Discussion of this deficiency at faculty meetings led to consideration of strategies to improve writing as well as increased attendance by Sociology faculty at Learn Center sessions and other presentations on student writing (e.g., the Chair’s Council session on writing and Terry Beck’s workshop for faculty on this topic). Writing is now required in all Sociology courses. More writing overall and more different kinds of writing are now done in Sociology courses, and greater attention is paid to giving students feedback not just on the ideas written about but on the quality of the writing itself. (See also II.B.5 for discussion of the kinds of writing now required.)

Data collected during this review period indicate definite signs of improvement. The “Audit and Review of Academic Programs Student Survey,” for example, found that Sociology and Sociology/Criminal Justice majors believed they understood “the role of theory and research methods in producing knowledge” and considered themselves well prepared to “research problems” and to write “clear, concise and persuasive reports” (see II.C.3).

The Entrance and Exit Surveys that the Department has used for a number of years were redesigned in this review period. In particular, questions designed to help the Department chart future avenues for curricular growth were included (see II.C.5.).

2. Program Response to Recommendations Relevant to Assessments of Learning from Last Audit and Review Evaluation Report

To understand how the Department has addressed students’ difficulty with methods and theory classes, see II.B.5. for a discussion of the preparatory course “Sociological Analysis.” See also Appendix D for consideration of the numerous in-class and out-of-class assignments in “Methods of Social Research,” assignments tailor-made to build proficiency in skill acquisition. See II.B.5. for discussion of (a) how the redesigned theory course promotes a deeper understanding of social theory in general, and the key theoretical camps in particular, and (b) how newly designed assignments help students see the relevance of sociological theory.

The last Audit and Review Evaluation report indicated “computer skills were rated negatively by both students and alumni.” See II.C.3.c. and Appendix D for the activities and assignments developed in “Sociological Analysis” and “Methods of Social Research” to provide first-hand experiences using statistical programs, performing statistical tests, interpreting statistical findings, and writing research reports. See II.C.3.c. for data demonstrating improvement in these skills.

F. Information Shared with Constituencies

Reports of results of entrance surveys and exit surveys are presented and discussed at faculty meetings. The implications of the reports for the curriculum are seriously considered at these meetings and continue to be the topic of informal conversations over time. Formal proposals for change are introduced and debated at faculty meetings. The Student Sociology Association is also invited to provide input on curricular issues.

The Department previously sent a newsletter, *Sociology at Whitewater*, to all majors and all known alumni (see Appendix J). In this newsletter, the Department summarized survey data and included information on faculty, student, and alumni accomplishments. Names of students being inducted into Alpha Kappa Delta, the Sociology Honor Society, and of students receiving awards were listed here as well. In 2000, however, the Department decided that it could no longer afford to prepare and send out this mass mailing. The cost of printing and postage plus the amount of time preparing the newsletter and labeling and sorting envelopes was prohibitive given our budgetary constraints. Moreover, a large number of these newsletters were returned as undeliverable. In the next review period, the Department will develop an on-line newsletter to share information with former students and faculty and other interested parties.

III. Enrollment

A. Trend Data

1. Number of Majors Enrolled Each Fall

<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
231	226	231	265	272

2. Number of Degrees Granted Each Year

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
46	65	87	55	74	74

3. Average Number of Total Credits to Degree

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
128	132	128	132	131

The department average credits to degree have been quite consistent over the review period. Compared to other social sciences, Sociology (with an average of 130 credits to degree) is on the low end (with Political Science at 129, Psychology at 131, Social Work and Geography at 132, and Women's Studies at 134). Data for History and English indicate average credits to degree of 143 and 147, respectively.

The credits to degree completed by Sociology graduates are a function of several factors, including when students declare the major. Some students choose Sociology after attempting to gain admission to other programs (e.g., Business). Other students develop an interest in Sociology while taking General Studies credits offered by the Department. Many freshman choose not to declare a major but “shop around” instead, taking credits in a variety of areas before they develop clear vocational goals and decide on Sociology.

4. Student Placement Information

Data provided by Placement Services indicates that Sociology graduates are highly successful in obtaining employment in jobs related to their majors. Most Sociology majors do not use the Placement Office, however. Most find employment through other channels, including contacts made during internships. Exit Survey and Placement data indicate numerous and varied placements/job titles, e.g., police officer, deputy sheriff, probation officer, juvenile detention officer, homeland security officer, security forces (U.S. Air Force), insurance subrogation investigator, investigator (State Public Defenders Office), investigator (Corcoran & Krause), armored courier, security dispatcher, human services (juvenile restoration), adult family home manager, program manager (Creative Community Living), case manager (family services), case manager (Jewish Federation of Chicago), manager (Healthcare Network), facility manager (Productive Living Systems), hospital administrator, application specialist (Humana), care coordinator (AJA Enterprise), support manager (Clarity Care), resource coordinator (Trostel Ltd.), vice president (Super Sealers), supervisor/manager (Milwaukee County Zoo), customer service representative (Home Depot), patient assistant (Planned Parenthood), e-commerce representative (Kohl’s Department Stores), corporate credit representative (Abbott Labs), marketing intern (Virchow, Krause & Co.), business analyst (Electronic Data Systems), legal secretary/paralegal, teacher.

B. Demand for Graduates

1. Graduate Programs and Employment Opportunities

As with most liberal arts disciplines, the goal of an undergraduate sociology program is not to prepare students for a single occupation immediately upon graduation. Sociology provides a foundation on which students can continue to learn and develop. It is often said that sociology prepares students for their third job, one about ten years after graduation. Sociology graduates have been successful in a wide range of careers. Survey data show that most UW-Whitewater sociology graduates are employed in human services, business, and government. Students and employers find a sociology major, in combination with a career-oriented minor, to be very desirable. See Appendix S (“Sociology: A World of Opportunities.” This American Sociological Association document is a wonderful handout for students who wonder, “What can one do with a degree in Sociology?”)

Survey data indicates that one-third of graduates were planning to or did go to graduate school the year or so after graduation. Some of these graduates choose to do graduate work in Sociology, but other fields are often chosen as well, e.g., Social Work, Counseling, Education, Law, Human Services/Management, Business Administration.

2. Employment Projections/Trends

Employment for sociology graduates is projected to be strong in the next decade. This is due in part to very pressing social issues such as sexual assault and domestic violence, child abuse, drug use, homelessness, poverty, racial tensions, family dissolution, and crime. In addition, many service sector employers prefer to employ students with a liberal arts background. Such students often show greater analytic flexibility as well as strong interpersonal, communication, and problem solving skills. Employment is also expected to grow in public policy, international affairs, and planning and research—areas where sociology graduates are sought-after candidates.

C. Accreditation

Although discussions have occurred at the national level concerning the potential value of accreditation, the American Sociological Association has not endorsed any accreditation program.

D. Location Advantage

The Department has had an internship program since 1975. Approximately 50 students per year gain valuable practical experience related to career goals in this program. Our physical location in southern Wisconsin facilitates internship placements from the Illinois border to the state's major metropolitan areas in Madison, Waukesha-Milwaukee-Racine, and Janesville-Beloit.

This location, together with the many courses we offer that highlight diversity, multicultural experiences, and globalization (see II.A.1.), has helped us attract an ever-growing number of students of color. In fact, from 1999-2003, the Department graduated 36 students of color. Only two departments (graduating 37 each) surpassed Sociology in minority degrees awarded.

E. Comparative Advantage

1. Unique Features

a. Special Emphases

In addition to the sociology major, which features a broad range of more than forty courses, the Department offers a highly unique interdisciplinary Sociology/Criminal Justice Emphasis. This 54 credit major is in high demand

and is the program of choice for students who desire to work in the criminal justice system. Employers understand that this major provides a solid grounding in sociological theory and research, necessary background for truly informed and effective criminal justice personnel. This major gives our graduates a definite advantage over those from more practice-oriented criminal justice programs that are common in Wisconsin tech schools.

In addition to the Sociology minor and the interdisciplinary Criminal Justice minor, the Department also offers a very unique interdisciplinary “Family and Health Studies” minor. This minor integrates career development goals with a solid liberal arts foundation. Introduced in 2001, this minor has been picking up steam. It now has more students enrolled than 39 other campus minors (see Appendix E). In Fall 2003, the Family and Health Studies minor was 17th in degree awarding ranking and 23rd in enrollment ranking.

b. Focus on a Specific Population

The Department requires a grade point average of 2.0. Over the years we have discussed the possibility of raising this required GPA, but have declined to do so. Many of our students are students of color, first generation college students, students with low-income backgrounds, and/or students who must put in substantial hours working for pay to finance their education and to support themselves (and often other family members).

Although we are at times discouraged by classroom performances below our desired level, we recognize what is often mighty determination in the face of numerous obstacles, and we work hard to be both encouraging and flexible with students struggling to reach hard-to-attain goals (see III.D. for minority degrees awarded). Department faculty are vigilant in adhering to office hour obligations, and often make special accommodations for students who cannot attend posted hours. They frequently offer options in type of exam given (e.g., essay vs. objective), hold additional review sessions, and/or allow extra credit assignments. In addition, we practice real “hands-on” one-on-one advising with all majors. Any student who has difficulty meeting with their assigned advisor is welcome to meet with the department chair. Her door is always open to any student needing advice, assistance, or just plain encouragement.

The Sociology Department also attracts a substantial and increasing number of female students, many of whom are mothers and often single parents. The equitable representation of female faculty and academic staff in the department and the fact that the department chair is female has made the Department a comfortable place for women. That two assistant professors were teaching when visibly pregnant did not go unnoticed. Numerous female students seemed to perceive their presence as a sign of progress. “It’s nice to know career and family can be combined—even at professional levels,” said one student. “How wonderful not to have to be hidden away,” said another.

Two students even thanked the department chair for “letting their professors teach,” and one mother of three said, “At last we’re professionals, not just ‘fat cows.’” These comments were quite surprising and suggest that there may well be progress yet to be made in promoting gender equality in some departments at UW-Whitewater.

c. Expertise of Faculty and Staff

Primary areas of faculty expertise include social theory, social stratification and inequality, criminology, criminal justice, juvenile delinquency, political sociology, organizational behavior, social psychology, gender, race and ethnic relations, research methodology, family, medical sociology, demography, urban sociology, globalization, social movements, intentional communities (e.g., the Amish), African American families and communities, sociology of Japan and Pacific Asia, the Holocaust, sociology of disability, pornography and violence against women, white collar crime, sociology of sport, and sociological practice.

d. Availability of Internship Experiences

Approximately 70% of sociology majors have internship experiences, about 50 per year (see Appendix P). All interns must first complete courses in research methods and theory and a sociology-in-practice preparation course. Internships are carefully tailored to the individual student’s needs. The internship coordinator visits with employer supervisors, holds seminars for interns, and requires an internship paper from each student. Internship placements are in human service organizations (e.g., homes for runaways, drug treatment centers), criminal justice organizations (e.g., police departments), state agencies (e.g., consumer protection), and private industry (e.g., marketing or personnel departments).

F. Community Impact

- See IV.E. for public service activities of faculty and academic staff.
- See III.E.1.d. for contributions of Sociology interns who provide unpaid services to numerous organizations in Wisconsin and Illinois.
- The Department’s contribution to the continuing educational needs of the people in the region is directed primarily toward professional educators and human service practitioners. The Department offers graduate level courses each semester. Some of these courses are taught on campus, some are web-based, and some are taught off-campus at locations convenient to potential service populations.

IV. Resource Availability and Development

A. Faculty and Staff Characteristics

1.a. Levels of Professional Preparation

The departmental staff are very well prepared. All 2003-04 faculty hold the Ph.D. degree. Of the academic staff, one holds a Ph.D., one a Masters, and two are ABD. Of the ten faculty, seven hold the rank of Professor, and three are Assistant Professors. The Tenured faculty have a most impressive record of publication (see Appendix F) and have won numerous College and University awards (see Appendix I). See Appendix L for Faculty Profiles.

1.b. Appropriateness of Expertise to the Needs of the Program

The Sociology faculty and staff have a broad range of areas of expertise and are able to cover the more than 40 lower and upper division courses in our curriculum. We also contribute substantially to General Education, offering more than 20 sections of Individual and Society per year.

Present staffing does not permit us to offer all areas of the discipline. The hiring of Margarita Alario will allow us to develop a course on the Sociology of the Environment, but we still lack faculty expertise in the Sociology of Mental Health, International Perspectives on Crime and Criminal Justice, and International Perspectives on Health and Illness. Acquisition of the Anthropology program in 2004-05 will necessitate new faculty hires to cover the existing Anthropology courses and to initiate additional courses to allow for the development of an Anthropology minor.

1.c. Unit Cohesiveness in Enhancing Program Quality

Our faculty have a long tradition of cooperation. This has contributed to effective group effort and unit cohesiveness. Faculty members often conduct collaborative research and publish together. The solidarity that this unit enjoys is directly tied to our deeply held views that (1) individual differences do not have to lead to destructive levels of competition and (2) department unity and excellence does not require that we be clones of one other. While we are a diverse group with respect to our professional orientations, interests, goals, and the performance of our roles, we view these differences as positive attributes. In our view, an exceptional department is one that acknowledges and supports the special talents of each individual. In the final analysis, unity and solidarity among members of a group are evidenced by the mutual respect and support the individuals give to one another.

1.d. Success in Meeting Affirmative Action Goals

Consistent with the discipline's historical roots, the Department takes affirmative action goals very seriously. At the beginning of this review period, 80% of the Department faculty and 100% of the department academic staff were Caucasian males. By the end of this review period, affirmative action recruitment had transformed the Department: 50% of faculty and 50% of the academic staff were

Caucasian males. In Fall 2004, a Latina Assistant Professor began a tenure-track appointment and only 20% of the academic staff were Caucasian males.

2. Courses Faculty and Staff were Responsible for in this Review Period

Faculty:

Berger, Ronald: SOCIOLOGY 276, SOCIOLOGY 365, SOCIOLOGY 370, SOCIOLOGY 372, SOCIOLOGY 388, SOCIOLOGY 493
Free Jr., Marvin: SOCIOLOGY 276, SOCIOLOGY 370/570, SOCIOLOGY 374
Green III, Charles (Retired): GENED 130, SOCIOLOGY 252, SOCIOLOGY 340, SOCIOLOGY 380, SOCIOLOGY 478, SOCIOLOGY 493
Grigsby, E. Howard: SOCIOLOGY 252, SOCIOLOGY 270, SOCIOLOGY 310/510, SOCIOLOGY 392
Klug, Hadley: GENED 130, SOCIOLOGY 140, SOCIOLOGY 250, SOCIOLOGY 252, SOCIOLOGY 362/562, SOCIOLOGY 455/655, SOCIOLOGY 465/665
Nath, Leda: GENED 130, SOCIOLOGY 250, SOCIOLOGY 355/555, SOCIOLOGY 380, SOCIOLOGY 476/676
Neider, Lanny (Retired): GENED 130, SOCIOLOGY 355/555, SOCIOLOGY 474, SOCIOLOGY 475
Neuman, W. Lawrence: SOCIOLOGY 290, SOCIOLOGY 301, SOCIOLOGY 350, SOCIOLOGY 352, SOCIOLOGY 356, SOCIOLOGY 451 (now 351), SOCIOLOGY 459 (now 391), SOCIOLOGY 476/676, INTRNAR 488
Searles, Patricia: SOCIOLOGY 252, SOCIOLOGY 310/510, SOCIOLOGY 345, WOMENST 392/592
Vandegrift, Darcie (Resigned): SOCIOLOGY 265, SOCIOLOGY 351, SOCIOLOGY 385, SOCIOLOGY 391, SOCIOLOGY 475
Wiegand, Bruce (Deceased): GENED 130, SOCIOLOGY 276, SOCIOLOGY 280, SOCIOLOGY 301, SOCIOLOGY 385, SOCIOLOGY 476/676
Wingren, Jennifer: GENED 130, SOCIOLOGY 276, SOCIOLOGY 312, SOCIOLOGY 378, SOCIOLOGY 379

Staff:

Ault, Amber (Not Renewed): GENED 130, SOCIOLOGY 265, SOCIOLOGY 276, SOCIOLOGY 301, SOCIOLOGY 310/510
Deller, Melissa: GENED 130, SOCIOLOGY 252, SOCIOLOGY 276, SOCIOLOGY 496
Gloyer, Gilbert (Not Renewed): GENED 130, SOCIOLOGY 250, SOCIOLOGY 265, SOCIOLOGY 276, SOCIOLOGY 301, SOCIOLOGY 388, SOCIOLOGY 475
Lintonen, Rhinehart (Part-Time, Not Renewed): GENED 130
Martin, Pamela (Part-Time, Resigned): GENED 130
Olivencia, Nelia (Part-Time, One Semester): SOCIOLOGY 365
Reid, John (Part-Time) CRIMJUS 321
Youngquist, Wayne: GENED 130, SOCIOLOGY 276, SOCIOLOGY 340, SOCIOLOGY 353, SOCIOLOGY 474, SOCIOLOGY 496

3. Anticipated Staff Changes and Areas of Need

In Spring 2004, Darcie Vandegrift announced that she was resigning her position at the end of Summer 2004. Through an emergency search, we recruited Carla Corroto to teach the two Fall 2004 sections of "Contemporary Sociological Theory" vacated by Vandegrift. Jennifer Wingren agreed to teach Vandegrift's two web-based sections of "Race and Ethnic Relations." The two sections of "Marriage and Family" that Wingren vacated to do so were picked up by Corroto. Margarita Alario, a tenure-track faculty member joining us in Fall 2004, will teach "Sociology of Globalization," one of the courses that was in Vandegrift's rotation. Nevertheless, we have received authorization to recruit a tenure-track replacement for Vandegrift to cover the high demand diversity course "Race and Ethnic Relations," as well as "Social Stratification and Social Inequality" and "Processes and Patterns of Racial/Ethnic Relations." C. Holly Denning (also recruited in Summer 2004) and Corroto will teach courses previously offered by Ault and Gloyer who were not rehired for 2004-05.

In Spring 2004, Sharon and Walter Tiffany, anthropologists teaching in the Department of Women's Studies and Anthropology, announced their retirement. Dean Ross decided that this was an opportune time to return Anthropology to Sociology. Sociology and Anthropology are related disciplines that are commonly paired in one department. Anthropology had split off from Sociology in the 1970s due to ongoing conflicts between the Tiffanys and sociologists who are now retired. Because Sharon Tiffany taught feminist Anthropology, Anthropology was later merged with Women's Studies when Dean Ross consolidated smaller programs. The retirement of the Tiffanys and Sociology's fall 2004 tenure-track hire of Peter Killoran, a biological anthropologist with a specialization in forensics, made the timing of the merger of Sociology and Anthropology most appropriate.

In 2004-05, Killoran will teach "Introduction to Forensics," an exciting new addition to the UWW curriculum, as well as sections of GENED 130. Anthropologist Jo Ellen Burkholder has been hired as academic staff to teach the sections of "Cultural Anthropology" that were vacated by Sharon Tiffany. Burkholder will also teach GENED 130 and a new Special Studies course entitled "Archaeology of Women".

Peter Killoran was recruited when Dean Ross asked the Sociology Department to take responsibility for developing an interdisciplinary minor in Forensics. In 2004-05, sociologist Wayne Youngquist will teach new courses on the "Sociology of Terrorism" and "Sociology of Homicide," courses which will also count in the Forensics minor. Biology, Chemistry, Physics, and Psychology faculty will contribute to this minor as well.

In Fall 2003, UW-W Police Chief John Reid began teaching "Criminal Investigation" for the Sociology Department. He is now developing a second course, "Physical Evidence Collection." Both of these courses will count toward the Forensics minor.

A new prefix, CRIMJUS, was created for the applied Criminal Justice and Forensics courses offered by Sociology.

The Department of Sociology, which will become the Department of Sociology and Anthropology in 2004-05, is also planning to develop a minor in Anthropology. We have received authorization to recruit two tenure-track Anthropology positions—one in Cultural Anthropology and one in Archaeology. When we have faculty with these specializations, in addition to our newly hired biological anthropologist, we will be able to add new Anthropology courses to the curriculum and put an Anthropology minor and a Broadfield Sociology/Anthropology Emphasis in place.

In addition to requesting authorization to recruit two Anthropologists, the Department requested an additional Sociology position. In 2002, Professor Bruce Wiegand passed away. Budget cutbacks in 2002-03 necessitated that the College of Letters and Sciences “give back” several positions, one of which was the Wiegand position. The Department requested that this faculty line be reinstated in order to recruit a Sociologist who will teach skills that will enhance the marketability of Sociology students. Approximately 70% of Sociology students seek an internship placement. About 40% of these students want to pursue a career in human services, focusing on the problems of youths and their families. Students seeking to work with at-risk and delinquent youths are encouraged to take existing courses that focus on urban problems and the family, as well as courses that focus on delinquency, crime, and criminal justice. What these students need that we cannot now provide are courses that include content on methods of human service practice, in particular, assessment of client functioning, interview and counseling skills, case planning, and knowledge of the laws and systems which structure the provision of these services. The Sociology Department will be better able to serve the needs of our students and the advancement of their careers if we can recruit a faculty member with this expertise. This request was not granted in 2004-05. The Department will make this request again in 2005-06.

B. Teaching and Learning Enhancement

1. Teaching Enhancement Activities

Sociology Faculty engage in the following teaching enhancement activities:

- a. participate in programs sponsored by the campus Learn Center.
- b. attend instructional technology workshops to learn new ways to deliver instruction effectively.
- c. attend workshops on teaching at the system, state, regional, and national level.
- d. participate as organizer, panelist, and/or discussant in sessions on teaching at professional meetings.
- e. participate in department seminars on teaching each semester.
- f. participate as officer (president, vice president, etc.) of a professional organization or as an editor of a publication (Wisconsin Sociologist, Teaching Sociology, etc.) devoted to teaching and teaching improvement.

- g. subscribe to publications that focus on teaching.
- h. utilize the evaluations of our teaching and the assessment of our program to identify both strengths and areas for improvement.

2. Academic Advising

Each faculty member participates in advising every semester. Advising is done one-on-one with each advisor seeing approximately 40 majors.

The Department has implemented a comprehensive advising plan that includes the following:

- placing a “service indicator” that requires each major to meet individually with a faculty advisor prior to registering for courses.
- publication of a comprehensive Student Handbook that outlines alternative career paths and recommended courses and minors, as well as other information on the discipline (see Appendix T). Preparations are also underway to put this information on the web for easy student access.
- each student selecting the internship option receives additional advising on career choices and curricular requirements by our Internship Coordinator.
- all Sociology majors and minors (and prospective majors and minors) are invited to the Department’s annual Career Night.

In addition, the Department Chair:

- advises all transfer students.
- advises any major throughout the year who is unable to arrange an appointment with his or her advisor or who has questions or concerns about advising.
- advises any minors who request assistance.
- helps students determine when they will graduate and what courses they will need to take to graduate in a timely fashion.
- personalizes students’ advisement reports.
- works with the Assistant Dean’s office to clear students for graduation.

All new faculty attend advising workshops in order to be trained to advise students.

Deb Heiber is invited to department meetings when there are new developments in advising or changes in the advisement report or when department members have questions about the advisement process.

Hadley Klug serves as both College and University Master Advisor. As such, he helps set advising goals, teaches the New Student Seminar course, and mentors new faculty advisors. He also works at Preview and major fairs and with the Academic Advising and Exploration Center.

3. Work with Students on Research Projects

Department faculty work closely with students on research projects related to their interests and career goals through the Sociology 498: “Independent Study” course and the graduate-level Sociology “Individual Studies” course. Approximately four students per semester take Independent Studies and approximately one student per semester takes Individual Studies.

4. Initiatives in Student-Learning Based Outcomes

Since 2003, two sections of “Social Problems” have been taught every fall. One section has a service-learning component and one does not. This arrangement allows for assessment of the impact of service learning. In Fall 2003, a survey administered to students indicated that students who took part in service learning enjoyed participating in the project and experienced considerable self-satisfaction for doing so. Survey results also indicated that, compared to students who did not carry out a service learning project, students who did had higher awareness of social problems and of ways to respond to social problems (e.g., through individual efforts, social movements, social policy). On the other hand, there was no difference between the two groups in terms of expectation of performing volunteer work in the future. (This evaluation of service learning is an ongoing initiative. Data from Fall 2004 is now being analyzed and plans for the Fall 2005 service-learning component are underway.)

5. New Course Development and Involvement with Interdisciplinary Courses

The Department developed one new minor, six new Sociology courses, and two new Special Studies courses during this review period. It also created a new prefix CRIMJUS and one new course utilizing this prefix. In addition, the theory requirement was redesigned and three courses were introduced as web-based courses (see II.B.5.)

A new interdisciplinary “Crime Reporting Module” was jointly developed by the Departments of Sociology and Communication during this review period. This module can be completed at Deakin University in Australia as well as at UW-Whitewater (see II.B.5.). Also offered was “International Studies 488: Topics.” This course was taught by W. Lawrence Neuman. The topic of study was “Globalism.”

C. Research and Other Scholarly/Creative Activities

The Sociology Department’s record of scholarship is exceptional. In this review period, department members published 12 books, 10 refereed journal articles, 16 articles in anthologies, 2 articles in encyclopedias, 3 peer reviewed essays and case studies, 10 book reviews, and 2 on-line articles. Three books, 3 articles, and 1 book review are in press. Department members have also presented 40 papers at conferences, organized/moderated 9 sessions, and served as discussants/panelists/roundtable participants at 10 sessions.

(See Appendix F for breakdown of accomplishments by faculty member.) In addition, Ronald Berger's screenplay was awarded one first place, two second places, one top ten finalist, and one semi-finalist in competitions, and W. Lawrence Neuman became the second Sociologist to receive the UW-W Excellence in Research Award. (See Appendix I for a chart detailing the Department's award history.)

D. External Funding

The following grants were received by Sociologists in this review period.

- W.L. Neuman (1999), University of Wisconsin-Madison's Center for International Business: "Infusing Content about Business into Non-Business Courses on Asia" - \$2,000.
- W.L. Neuman (1999), UW-System International Education Council: "Strengthening Education About Japan" - \$2,242.
- W.L. Neuman (1999), U.S. Department of Education, Title VI-A: "Strengthening the Asian Studies and Language Curriculum and Developing a Pacific Asia Education Resource Center" - \$156,000.
- W.L. Neuman (2001), Japan Foundation: "Japanese Language Instruction Support" - \$4,000.
- W.L. Neuman (2001), UW-System Institute for Global Studies: "Gender Issues in Asia" Curriculum Development Proposal (with J. Ghosh) - \$8,000.
- W.L. Neuman (2001), Fulbright Scholar in Residence Program: Xiangyu Liu to UW-W to teach for one year in the Art Department and the Languages and Literatures Department - \$28,000 (approximate value).
- B. Wiegand (2001), UW-System: Grant to establish an exchange program with Deakin University in Victoria, Australia (with P. Adogamhe) - \$6,000.
- W.L. Neuman (2002), American Sociological Association: Travel grant to attend International Sociological Association Meeting - \$900.
- E.H. Grigsby (2003), UW-System Institute of Race & Ethnicity: "Proposal to Conduct a Campus-Based Reading Seminar at UW-Whitewater" - \$400.
- E.H. Grigsby (2003), UW-System Institute of Race & Ethnicity: Proposal to Enhance Grantsmanship Skills and Capacity to Secure Extramural Support and Funding" - \$2,000.
- W.L. Neuman (2003), National Science Foundation and Japan Society for Advancement of Science: "Short-Term Research Fellowship to Japan" - \$12,000 (approximate value).
- E.H. Grigsby (2004), UW-System Institute on Race & Ethnicity: Proposal to Collect Data for the Second Edition of *African-Americans in Wisconsin* - \$4,000.

The following grants were not funded:

- W.L. Neuman (2002), Request of \$5,000 from UW-System International Studies Committee.
- W.L. Neuman (2002), Request of \$95,000 from U.S. Department of Education (Fulbright Hays Group) for Seminars Abroad.
- W.L. Neuman (2002), request of \$760,000 from Freeman Foundation for Asia Studies Development Initiative.
- W.L. Neuman (2004), Fulbright Research Award: Proposal to Spend Six Months in Japan to Prepare a National Survey.
- W.L. Neuman (2004), CIBER grant: Proposal to take planning trips to Japan, Thailand, and Vietnam in Summer 2004 with UW-W staff to map out two new travel study courses.
- W.L. Neuman (2004), grant from the American Philosophical Society.
- W.L. Neuman (2004), grant from the Social Science Research Council.

The following grant was also submitted. The faculty member has left UW-Whitewater. The status of the grant is unknown.

- D. Vandegrift (2004), UC-San Diego Center for Comparative Immigration Studies Grant.

E. Professional and Public Service

Sociology Department members are actively involved in a wide range of service activities. They serve as Coordinator of Criminal Justice, Coordinator of Race and Ethnic Cultures, Coordinator of the Asian Studies Minor Program, and Director of the Pacific Asia Educational Resource Center. Department business is conducted as a committee-of-the-whole. In addition, department members have served on the following college and university committees: Academic Grievance; Advising Center Advisory; Advisory; African American Educators (Chair); Commencement; Criminal Justice Minor; Faculty Appeals & Grievance; Faculty Senate (Secretary); Faculty Senate Rules; Graduate Audit and Review; Graduate Council; Hall of Fame; Institutional Review Board for Research on Human Subjects; International Education; International Studies Advisory; Landscape; L&S Administrative Council; L&S Curriculum; L&S Peer Review; L&S Promotions; L&S Teaching Award; Organizations; Race and Ethnic Cultures Advisory (Chair); Salary; Textbook Rental; University Center Board; University Diversity; University Master Advisor Project; Wisconsin Intercollegiate Athletics; Women's Issues.

Sociologists have also been actively involved in service to the profession in this review period. For the American Sociological Association (ASA), they have chaired the Committee on Sections, served on the Undergraduate Student Affairs Committee and the Book Award Selection Committee, and led a National Workshop on Internships. For the Midwest Sociological Association, they have served on the Nominations Committee, the Scholarship Development Committee, the Program Committee, the Publications Committee, and the Committee on Sociological Practice. For the Wisconsin Sociological Association, they have served on the Executive Committee and the Nominations and

Elections Committee. For the Midwestern Criminal Justice Association, they have served as 2nd Vice President, as Secretary, and on the Executive Committee. Department members have organized, presided over, served as discussants, and presented papers at numerous conference sessions (see Appendix F). Sociologists have served as Editor of Sociological Imagination, as Deputy Editor of Current Research in Social Psychology, and on the Editorial Boards of three journals. They have also reviewed dozens of manuscripts for more than 20 different journals and publishing companies.

Sociologists have also given talks to Whitewater Chapters of the Daughters of the American Revolution, the Kiwanis Club, and the Minneiska Club, the Upward Bound Program, the National BSU Leadership Conference, the Walworth County Family Council, the UW-W Multicultural Education Center, the UW-W Leadership Series, the African American Heritage Lecture Series, the Fairhaven Lecture Series, and at several area schools, churches, and temples.

F. Resources for Students in the Program

- 2003-04 Budget Information:

Capital	\$ none
Service and Supplies	\$19,154
Student Help (Work Study)	\$ 3,100
(Regular Pay)	\$ 2,548
- In 2003-04 the Department had 358 majors, ranking fifth in majors in the University (see Appendix E). In Spring 2004, the Department had 218 minors. There were 10 faculty and 4.25 academic staff. (The Department Chair had one-half-time release from teaching. Two faculty had one-quarter-time release each for coordinating minors.)
- The Sociology Department has the highest SCH/FTE in the university (see Appendix E). In 2003-04, SCH/FTE was 1126.48 (i.e., 621.24 in Fall 2003 and 505.24 in Spring 2004).
- Beginning in 1999-2000, an anonymous donor funded one full tuition scholarship for a senior Sociology student each year. The following students have received this generous donation: Joshua Czuta, Amanda Parker, Justin Shoman, Jennifer Froemming, Michael Orban, and Stacie Linder.
- The College Dean has provided a \$100 scholarship each year to the Sociology Department's "Outstanding Junior." In this review period, the following students have received this award: Chad Dornbach, Gregory Satula, Joshua King, Jennifer Neal, Michael Orban, and Stacie Linder.
- The J.T. von Trebra Scholarship Award of \$100 is awarded each year to one or two outstanding Sociology seniors. Laura Hering, Matthew Loveland, Chad Dornbach, Rachel Holly, Lisa Schultz, Shemora Traylor, Casey Grulkowski, Angela Magolski, and Michael Orban have received this award in this review period.
- The Dennis Hassler Memorial Prize for Outstanding Writing is awarded every year (every two years prior to 2003-2004) to the Sociology student who writes the

most impressive Sociology research paper. The following students have received this award in this review period: Nichole Bach, Rachel Holly, Holli Schuster, and Raymond Neal.

- Although there is no accompanying monetary award, high-achieving Sociology students are invited to join Alpha Kappa Delta (AKD), the International Sociological Honor Society. The Department hosts an annual reception and banquet where new members are initiated into AKD and the awards described above are presented. Family and friends of those being honored are also invited.
- Every October the Department arranges a “Career Night” where sociologists (most of them former UW-W Sociology majors) discuss their particular jobs, as well as other jobs in the profession, career paths, and strategies for landing jobs as Sociologists. The Department provides pizza and snacks to create an informal atmosphere where students feel free to ask questions of the speakers and to remain after the presentations to mingle and get one-on-one advice.
- Dean Ross has been generous in supporting student attendance at conferences. He has paid the expenses of students presenting at conferences and has provided financial assistance to students attending conferences with their faculty mentors. When the Department Chair took three students of color to a conference honoring the work of women of color in the UW-System, Dean Ross paid their expenses as well.

G. Facilities, Equipment, and Library Holdings

- The three classrooms assigned to Sociology in Hyer Hall are well equipped to provide students with up-to-date classroom learning opportunities. A serious difficulty, however, has been the fact that although the department had grown substantially, the number of classrooms we were allocated had not been increased to accommodate this growth. We had the same three classrooms that we had at the time of our last audit and review when we had eleven faculty/staff. We now have sixteen full-time faculty/staff and one quarter-time staff member. Beginning in Fall 2005, the Department will have one additional room.
- The Social Science Research Lab in Salisbury Hall is a convenient facility for Sociology students.
- All faculty now have the basic computer technology necessary to perform teaching and professional tasks.
- The Department recently received a copy machine that the College of Letters and Sciences was replacing. The higher speed and the stapling function of this copier has definitely reduced the time it takes faculty and office staff to duplicate exams, handouts, articles for publication, and the like.
- The College of Letters and Sciences has made a commitment to continue to cover the annual license fee for the MicroCase software that provides access to current electronic data for teaching and research.
- The Library’s electronic reserve system is highly valuable to the operation of the department and is a very convenient and cost-effective way to distribute current reading materials to students.

- The American Sociological Association published a list in 2003 of what were considered the top 64 journals in Sociology. These journals were ranked according to “centrality” and “core influence.” Of these 64 journals, UWW provides access to 47 of them through either paper subscription or fulltext online access through e-journal providers such as Project Muse, Ingenta, and JSTOR or aggregators such as EbscoHost, WilsonWeb, and ProQuest. Only 28 of these journals are currently in print in our library. (See Appendix O for the list of the 64 journals and the librarian’s notations of which are available in print and which are available through particular e-journal providers or aggregators.)

Since our last review, the library no longer maintains paper subscriptions to Sociological Abstracts and Social Science Index. Instead, it has an online subscription to both, with the latter subscription including partial access to fulltext journals. The Sociological Abstracts subscription through Cambridge Scientific Abstracts also provides complimentary access to Social Services Abstracts. In addition, through UW System subscription, we have access to ProQuest CJPI Criminal Justice Periodical Index and ISI Web of Science, which includes Social Sciences Citation Index.

University of Wisconsin Systems libraries have also implemented a new common online library system, Endeavor Voyager, which allows users to do simultaneous searches on holdings of multiple campuses. Based on the one-system/one library concept, students and faculty from UW-Whitewater can borrow materials freely and directly onsite from any UW campus. From the home library they can use the Universal Borrowing feature on the Voyager system to request materials from any UW libraries.

APPENDIX D1
GRADUATE EXPECTATIONS OF DUAL-LISTED COURSES

The following dual-listed courses had graduate students enrolled in this review period. The additional expectations for graduate students are indicated below:

- **SOCIOLGY 355/555: Social Psychology**
Additional expectations include additional reading and an additional paper.
- **SOCIOLOGY 362/562: Population Dynamics**
Additional expectations include additional reading, additional essay questions on exams, and a more extensive paper.
- **SOCIOLOGY 370/570: Juvenile Delinquency**
Additional expectations include additional reading and a research paper.
- **SOCIOLOGY 410/610: Sociology of Health & Illness**
(now SOCIOLOGY 310/510)
Additional expectations include an extended reading list, a more extensive final exam, and a research paper.
- **SOCIOLOGY 455/655: Sociology of Family**
Additional expectations include additional reading, additional essay questions on exams, and a more extensive paper.
- **SOCIOLOGY 465/665: Extraordinary Groups: The Sociology of Intentional Communities**
Additional expectations include additional reading, additional essay questions on exams, and a more extensive paper.
- **SOCIOLOGY 476/676: Methods of Social Research**
Additional expectations for graduate students include additional reading and an individual research paper with an extensive literature review and more advanced analyses. (Undergraduates do a collaborative paper.)

The following dual-listed course did not have graduate students enrolled but is still on the books:

- **SOCIOLOGY 388/588: The Holocaust: Nazi Germany and the Genocide of the Jews**
Additional expectations for graduate students in this course include more extensive reading and a more extensive paper.

The following dual level course was created during this review period:

- **SOCIOLOGY 473/673: Social Theory: Classical and Contemporary Perspectives**
Graduate students are required to write an additional research paper. They are expected to complete work demonstrating higher competency at the analysis/synthesis levels of Bloom's Taxonomy. They are evaluated on their ability to better compare and integrate theoretical perspectives. They are expected to work more independently on research, demonstrating an ability to gather secondary data and a higher awareness of creating literature reviews.

The following undergraduate course added a graduate component during this review period:

- **SOCIOLOGY 350/550: Contemporary Japanese Society**
Graduate students will explore content in greater depth by reading a book-length in-depth study of a highly focused aspect of contemporary Japanese society that has been approved by the instructor in advance. They will demonstrate greater intensity or rigor by searching out, locating, reading, and summarizing 6-8 published academic studies/reports that focus on the same area of Japanese society as does the book they have chosen. They will also engage in self-learning by writing an out-of-class 6-8 page (typed, double-spaced) research term paper that integrates course materials as well as their chosen book articles.

APPENDIX F

FACULTY AND STAFF CONTRIBUTIONS IN TEACHING, RESEARCH, AND SERVICE

CONTRIBUTIONS IN TEACHING (Faculty)

BERGER, RONALD: College of Letters & Sciences Excellence in Teaching Award (2001); UW-W Roseman Award for Excellence in Teaching (2002); UW-W Nominee for the Regents' Teaching Excellence Award (2003); Chancellor's Award for Assisting Students with Disabilities; developed new course "Sociology of Disability"; co-developed new minor "Family and Health Studies"; published one Instructors' Manual; published student research project in American Sociological Association (ASA) manual; organized one conference session on teaching; attended Learn Center programs; advised approximately 40 students per semester.

FREE JR., MARVIN: Recognized by National Residence Hall Honorary as a "great advisor and professor"; recognized by Blue Key National Honor Fraternity; published one Instructors' Manual; mentor for McNair Program; mentored graduate student doing research on wrongful convictions; advised approximately 40 students per semester.

GREEN III, CHARLES (retired 2002): Recognized by Blue Key National Honor Fraternity; three student exercises published in book on active learning and reprinted in Instructors' Manual; published syllabus for "Sociology in Practice" in handbook; organizer/moderator at four conference sessions on teaching and learning; panelist at one session on assessment of learning; organizer, moderator, and panelist at one session on contributions of sociology; presentation for Learn Center on teaching; co-developed a department policy for Peer Review of Teaching; mentored undergraduate who won a first prize in one undergraduate student paper competition and a second prize in another; advised approximately 30 students per semester.

GRIGSBY, E. HOWARD: Selected as Associate Career Fellow in the UW System's Lilly Post-Doctoral Teaching Program; coordinated a Travel Study/Student-Faculty Exchange Program with the University of Cape Coast in Ghana; participated in the Undergraduate Retention Program for Latino Students and in the Institute on Race and Ethnicity's (IRE) annual Symposia on Curricular and Pedagogical Issues; hosted two UW-W Faculty Study Seminars; selected as Teacher-Scholar fellow; delivered a conference paper on teaching Race & Ethnicity at predominantly white universities; attended several Learn Center programs; served as panelist at IRE's seminars on teaching diversity; academic and career advisor to all Race and Ethnic Cultures minors; supervised eight independent studies; undergraduate research advisor for six students in the McNair Program; mentor to two students in the UW-W Talent Search Program and to four students in the UW-W Tutorial/Learning Program.

KLUG, HADLEY: Recognized by Blue Key National Honor Fraternity; coordinator of GENED 130; offered summer workshop on teaching GENED 130; regularly teaches undergraduate/graduate extension courses; taught at UW-Rock County in support of liberal studies; advised approximately 40 students per semester.

NATH, LEDA (hired 2002): Developed and taught web-based versions of Individual and Society and Social Psychology; developed web-based version of Sociology of Organizations; co-developed Travel Study to Mexico; developed and taught Service Learning component in Social Problems; attended seminar on On-Line Discussions; attended workshop on advising; advised approximately 40 students per semester.

NEIDER, LANNY (retired 2002): Recognized by Blue Key National Honor Fraternity; advised approximately 40 students per semester.

NEUMAN, W. LAWRENCE: College of Letters and Sciences Excellence in Teaching Award; developed a new International Studies Topics course on “Globalism” and a new Travel Study course to Thailand and Vietnam; co-developed a course on “Women in Asia”; added an optional travel study component to “Contemporary Japanese Society”; established a Study Abroad Exchange with Sophia University in Tokyo, Japan; consultant and Faculty Associate for U.S. Open University’s Political Economy of Asia course; mentor for Undergraduate Research Programs; completed course on using Dreamweaver web development software; advised approximately 40 students per semester.

SALEM, RICHARD: Published a handbook on internships; coordinated the department’s applied sociology program, placing and supervising approximately 50 students per year with agencies and organizations ranging from county human service departments, state probation/parole offices, local police agencies, corporations, and State of Wisconsin Administrative Departments; worked with students to help them design “individualized” minors; advised approximately 30 students per semester.

SEARLES, PATRICIA: Recognized by the Blue Key National Honor Fraternity; published one Instructors’ Manual; attended five workshops/sessions on improving teaching; developed a new course “Women and Crime”; co-developed new minor “Family and Health Studies”; brought three students of color to the UW-System Women’s Studies Conference that honored female faculty and staff of color in the UW-System; supervised 18 independent study students and one student in the honors program; advisor of approximately 40 students per semester as well as all transfer students, all new majors, and any student with questions or concerns about advising or about the Sociology program.

VANDEGRIFT, DARCIÉ (hired 2001): Co-developed “Travel Study to Mexico; redesigned the theory requirement (now “Social Theory: Classical and Contemporary Perspectives”); redesigned “Social Change” (now “Sociology of Globalization”); invited participant at St. Petersburg Summer Institute (taught Globalization); taught course at UW-Rock County; faculty mentor to one McNair Scholar and two King-Chavez Scholars; mentor for ASA’s MOST program (Minority Opportunity for School Transformation); designed accessible field trip for Sociology of Globalization; attended workshop on advising; advised approximately 40 students per semester.

WIEGAND, BRUCE (deceased 2002): Taught at Deakin University in Australia on faculty exchange; awarded fellowship by UW System’s Institute for Global Studies; developed a Travel Study to Australia; co-developed a new sub major, “Crime Reporting Module”; developed and taught a Special Studies entitled “International Perspectives on Crime, Justice, and Human Rights”; mentor for McNair Program; advised approximately 30 students per semester.

WINGREN, JENNIFER (hired 2001): Developed new course on “Sociology of Sport”; initiated teaching of “Women and Crime” (developed by Searles); was very involved in mentoring students and student research; brought numerous students to conferences, organized and moderated a session on mentoring undergraduate research, and arranged for students to present their research at a conference; attended workshop on advising; advised approximately 40 students per semester.

CONTRIBUTIONS IN TEACHING (Academic Staff)

AULT, AMBER (2002-2004): Taught course at UW-Rock County; attended workshop on Assessment of GENED 130.

DELLER, MELISSA (hired 2002): Recognized as Outstanding Professor by Center for Students with Disabilities; developed and taught Special Studies on the “Sociology of Aging”; developed on-line version of “Marriage and the Family”; attended Faculty College; mentor to two King/Chavez Scholars; participated in the development of the new initiative “Learning Communities”; participated in an educational tour of Taycheedah Correctional Institution; attended three Learn Center programs.

REID, JOHN (UWW Police Chief – hired 2003): Developed and taught “Criminal Investigation,” the first course offered under the CRIMJUS prefix.

YOUNGQUIST, WAYNE (hired 2002): Developed and taught a Special Studies “Sociology of Serial Murder” which drew strong interest for its “up close and personal” approach. Actual participants in Wisconsin trials (e.g., District Attorney and defense

lawyer for Jeffrey Dahmer) were guest speakers. The course attracted media attention and drew attendance beyond registered students.

CONTRIBUTIONS IN RESEARCH (Faculty)

BERGER, RONALD: Recipient of *William H. Sewell Award for Outstanding Scholarship* from the Wisconsin Sociological Association (2001); two books published; two books in press; one refereed journal article published; three articles published in anthologies; one article in refereed journal in press; one article in anthology in press; one invited book review in press; seven papers presented; one conference session organized; dramatic screenplay awarded in competition: one first place, two second places, one top ten finalist, one semi-finalist.

FREE JR., MARVIN: Two books published; one book in press; five articles in anthologies published; two articles in refereed journals published; one article in encyclopedia published; one book review published; four papers presented; mentor in Undergraduate Research Program.

GREEN III, CHARLES (retired 2002): Three articles published in anthologies; organized, moderated, and presented at conference session on contributions of sociology. (See Teaching section for publications of teaching exercises.)

GRIGSBY, E. HOWARD: One book published; one refereed journal article published; six papers presented (two overseas); panelist at one colloquium; participated in one roundtable; provided response to one visiting lecturer.

NATH, LEDA (hired 2002): One refereed article published (in the #1 sociology journal); one refereed article in press; two articles under review; three papers presented; participated in one roundtable.

NEUMAN, W. LAWRENCE: Recipient of *UW-Whitewater Outstanding Research Award* (2003); five books published; one book in press; three refereed journal articles published; five book reviews published; 15 papers presented (eight overseas); University of Wisconsin System Institute for Global Studies Fellow; CIEE Faculty Development Seminar in Taiwan; conducted applied research on Student Attitudes Toward Study Abroad at UW-W.

SALEM, RICHARD: Conducted research on recidivism for the Wisconsin Department of Corrections; published three articles in anthology.

SEARLES, PATRICIA: One book published; one book in press; one invited article in encyclopedia published.

VANDEGRIFT, DARCIÉ (hired 2001): Two articles published in anthologies; two book reviews published (one invited); three peer-reviewed essays and case studies published; two on-line publications; three papers presented; four conference sessions

organized/moderated; conducted research on Citizenship in the Americas and on Mothering in Prison.

WIEGAND, BRUCE (deceased 2002): One book published; one research monograph published; two papers presented (overseas); invited participant at one conference (overseas); discussant at one conference; conducted field work among war refugees on Ethiopia/Sudan border.

WINGREN, JENNIFER (hired 2001): One book review published; three conference sessions organized/moderated (one of these on mentoring undergraduate research); one session served as discussant; collected data from City of Madison to replicate dissertation research.

CONTRIBUTIONS IN RESEARCH (Academic Staff)

AULT, AMBER (2002-2004): One refereed journal article published; one book review published; participated in panel presentations at three conferences; signed book contract.

CONTRIBUTIONS IN SERVICE (Faculty)

BERGER, RONALD: Coordinator of Criminal Justice; Chair of Criminal Justice Minor Committee; Textbook Rental Advisory Committee; Midwest Sociological Society Publications Committee; reviewed paper for two journals; conducted Audit and Review for Criminal Justice Minor; chaired three Sociology Search and Screen Committees; began a student apprenticeship program with the Janesville Police Department; delivered keynote address at reception of UW-W Chapter of Who's Who Among Students in American Universities and Colleges; delivered keynote address at reception of UW-W Chapter of Phi Kappa Phi Honors Society; delivered talks to the Whitewater chapters of the Daughters of the American Revolution, the Kiwanis Club, and the Whitewater Minneiska Club; gave talks at Fairhaven Retirement Home, DeForest Middle School, McFarland Primary School, and Jefferson Middle School; participated in panel discussion on "Children of Holocaust Survivors" at Temple Beth El; appeared before Wisconsin legislative subcommittee to testify about a social work certification bill; co-organized campus lecture by Richard Quinney; chaired three recruitment committees; representative at Career Fair; investigated faculty vs. faculty plagiarism complaint for the chancellor; attended 6-week workshop on Assessment; presenter at UW-W Scholarly and Creative Activity Workshop.

FREE JR., MARVIN: University Center Board; L&S Promotions Committee; Organization Committee; Salary Committee; Executive Committee of the Wisconsin Sociological Association; Executive Committee of the Midwestern Criminal Justice Association; editor of *Sociological Imagination* (1999-00); Secretary of Midwestern Criminal Justice Association; 2nd Vice President of Midwestern Criminal Justice Association; chaired one Sociology Search and Screen Committee; editorial board of one journal, reviewed 12 manuscripts for 6 journals; lecture for African American Heritage Lecture Series, interviewed for one newspaper article and for UW-W E-Journal; initiated into Phi Kappa Phi Honor Fraternity; Assistant Leader for Cub Scouts.

GRIGSBY, E. HOWARD: Coordinator of Race and Ethnic Cultures; Race and Ethnic Cultures Advisory Committee (Chair); Faculty Appeals and Grievance Committee; Institutional Review Board for Research on Human Subjects; University Diversity Committee; African American Educators Committee (Chair); L&S Promotions Committee; Editorial Board of *Journal of Social and Behavioral Scientists*; Lecture for the Upward Bound Program; participated in Multicultural Student Retention Forum; presentation at the Multicultural Education Center; presentation at the National BSU Leadership Conference; panelist and judge at the Undergraduate Teaching Competition of the Association of Social and Behavioral Sciences.

GREEN III, CHARLES (retired 2002): College of L&S Excellence in Service Award; co-led National Workshop on Internships for the American Sociological Association;

chair of Committee on Sections for American Sociological Association; Nominations and Election Committee for Wisconsin Sociological Association; Committee on Sociological Practice for Midwest Sociological Society (MSS); organized and presided over session at MSS; MSS Program Committee; board member of Studies for Voluntarism and Social Participation; reviewer for one journal; peer coach for two new Sociology faculty members; peer coach for new faculty member in History; co-revised Handbook of Sociology Students. (See Teaching section for conference presentations on teaching.)

KLUG, HADLEY: Faculty Senate (Secretary); Faculty Senate Rules Committee; Graduate Audit and Review Committee; L&S Master Advisor; University Master Advisor; University Master Advisor Project Committee; Advising Center Advisory Committee; Academic Grievance Committee; reviewer for Harcourt, Prentice Hall, and Wadsworth Publications; representative at Majors Fair; gave speech to Walworth County Family Council; taught six-week class on Marriage and Family at Congregational/UCC Church.

NEIDER, LANNY (retired 2002): Department Chair to 2001; L&S Administrative Council; L&S Promotions Committee; Graduate Council; UW-Whitewater Chapter of Phi Kappa Phi (President).

NATH, LEDA (hired 2002): Organizations Committee, Graduate Council, UW-W Representative for the America for Democracy Program, UW-W Mentor for the Faculty/Academic Staff/Resident Mentor Program; American Sociological Association Undergraduate Student Affairs Committee; Deputy Editor of Current Research in Social Psychology (CRISP), reviewer for three journals; Women's Fair Representative; volunteer for Africa Bridge; delivered lectures for UW-W Leadership Series and Fairhaven Lecture Series.

NEUMAN, W. LAWRENCE: Coordinator of Asian Studies Minor Program; Scholarship Development Committee for Midwest Sociological Society; International Education Committee; International Studies Advisory Committee; Director of Pacific Asia Educational Resource Center; President of UW-W chapter of Phi Kappa Phi Honorary; faculty advisor to International Student Club; organized seven lectures/exhibits by visiting Asian scholars/artists; Search and Screen Committee Chair for director of International Education Programs; chaired three Sociology search and screens; advises students in Study Abroad Program; Executive Committee of Midwest Japan Seminar; external reviewer for tenure decision at Duquesne University; reviewer for one journal; external Ph.D. thesis reader for University of Capetown, South Africa.

SALEM, RICHARD: Co-led National Workshop on Internships for the American Sociological Association (ASA); poster session at ASA presenting the Sociology Student Handbook; College Curriculum Committee; Criminal Justice Minor Committee; Nominations Committee of Midwest Sociological Society; Psychotherapy Advisory Committee to the Secretary of the Wisconsin Department of Regulation and Licensing; Sociology Career Counselor; co-host of Annual Sociology Career Night; co-revised Handbook for Sociology Students; developed articulation agreements with MATC-

Milwaukee, Gateway Technical College and Waukesha Technical College; arranged and presented Internship Supervisor Awards at annual department Awards Banquets; lobbied legislators to keep social and human services jobs available to Sociology, Criminal Justice, and Psychology majors and to get social worker certification for our students.

SEARLES, PATRICIA: Department Chair (2001 – present); College of L&S Administrative Council; attended all Chairs' Council Programs; L&S Peer Review Committee; L&S Promotions Committee; Department of Women's Studies Personnel Committee (Chair through Spring 2003); developed articulation agreement with MATC-Madison; attended UWW System Department Chairs' Conferences (2001-03); served on all Sociology and Women's Studies Search and Screen Committees; participated in training of Advising Center Staff; co-revised Handbook for Sociology Students; organized annual AKD Banquets; co-host of Annual Sociology Career Night; Women's Fair Representative; Majors Fair Representative; attended workshop on "Management Focus Development for Student Retention"; met with all On-Campus Day visitors; representative at Career Fair; arranged speaker for Women's History Week; participated in "Take Back the Night" Program; attended 6 week workshop on Assessment; reviewer for one journal.

VANDEGRIFT, DARCIÉ (hired 2001): Landscape Committee; Women's Issues Committee; International Studies Advisory Committee; Race and Ethnic Cultures Advisory Committee; Sexual Abuse Response Team; Women's Fair Representative; reviewer for 4 journals; ASA Sex and Gender 2004 Book Award Selection Committee; organized two conference sessions; lecture at Fairhaven; served as panelist at roundtable and wrote article for Janesville Gazette.

WINGREN, JENNIFER (hired 2001): Criminal Justice Minor Committee, Commencement Committee; Hall of Fame Committee; NCAA Female Faculty Athletic Representative; Wisconsin Intercollegiate Athletics Committee; L&S Teaching Award Committee; Student Sociological Association Faculty Advisor; co-host of Annual Sociology Career Night; Sexual Abuse Response Team; "Take Back the Night" Program (Reader); Women's Fair Representative.

WIEGAND, BRUCE (deceased 2002): Co-developed exchange program with Deakin University (Australia); nominated for University Award for Outstanding Service; developed Neighborhood Watch Program for Rockdale, WI.

CONTRIBUTION IN SERVICE (Academic Staff)

AULT, AMBER (2002-2004): Women's Fair Representative; won OutReach LGBT Center's "Woman of the Year Award"; wrote grant proposal for OutReach LGBT Center; volunteer work for WORT (Madison Radio Station); reviewer for four journals.

DELLER, MELISSA (hired 2002): Panel Presentation for Project Assist; Mentor for Faculty/Academic Staff/Resident Mentor Program; recognized as “Outstanding Professor and Mentor” by Year-One Students; served on General Education Assessment Committee; Women’s Fair Representative; Community Relations Board for ARC (halfway houses for women) in Madison; Community Relations Board for Domestic Intervention Services in Madison; Thoreau Grade School PTO Fund Raising Chair; Girl Scout Troup Leader.

MARTIN, PAMELA (2002-03): Arranged for refugees from Sierra Leone to speak about the aftermath of war.

REID, JOHN (hired 2003): UWW Safety Committee; UWW Intercollegiate Athletic Committee; Office of Student Life Program Review Committee; Office of Residence Life Program Review Committee; UWW Conflict Resolution Team; Whitewater Area Optimist Club; presentations at conference of International Association of Campus Law Enforcement Administrators, at L & S Symposium for in-coming “at-risk” students, and at Whitewater Rotary Club.

YOUNGQUIST, WAYNE (hired 2002): Gave interviews for CNN for “Inside Politics” and other programs concerning the Presidential election; quoted around the world by Reuters news service and their subscribers.

APPENDIX G

Scale to Measure Critical Sociological Thinking
Liz Grauerholz and Sharon Bouma-Holtrop

The following scale was developed by Grauerholz and Bouma-Holtrop to tap aspects of critical sociological thinking. Four items reflect conceptualized thinking and involve the ability to narrow down and analyze an issue by using examples, analyze two sides of an issue, and so on (see items 1-4). Two items concern contextualized thinking and tap into thinking generally associated with the sociological imagination (see items 5-6). In addition to specific indicators, holistic measures of critical thinking (item 7) and sociological imagination (item 8) are included. Each item was rated on a 1-5 scale, with 5 indicating stronger skills. The scale items are as follows:

1. Uses examples (5 = sufficient number, used appropriately; 1 = none and/or used inappropriately)
2. Examples are pertinent/relevant to argument (5 = meaningful/pertinent; 1 = unnecessary/meaningless)
3. Reasoning (5 = clear, complete; 1 = vague, inadequate)
4. Mentions two sides of an issue (5 = often; presents alternative perspectives or arguments; 1 = never; presents only one side of the issue)
5. Indicates an awareness of social structural contexts (e.g., class, gender, age, race, religion, sex orientation) (5 = clear, meaningful mention of social structural contexts; 1 = no mention)
6. Uses sociological concepts to illuminate and analyze the issue (5 = several appropriate concepts used; 1 = none used)
7. Demonstrates critical thinking (5 = high level; 1 = very little)
8. Demonstrates sociological imagination (5 = clear awareness of private/public connection; 1 = completely unaware)

Three items that were tested did not perform well in the factor analysis. They are not included in the above scale.

APPENDIX I
AWARDS RECEIVED BY FACULTY

<u>Award Type</u>	<u>Received During this Review Period</u>	<u>Received Prior</u>
<u>UNIVERSITY AWARDS</u>		
<u>Roseman</u>	Berger 2001-2002	Green 1998-1999
<u>Excellence in Research Award</u>	Neuman 2002-2003	Berger 1993-1994
<u>Chancellor's Award</u>	Berger 2002-2003	Wiegand 1998-1999 Searles 1993-1994 Neuman 1990-1991

COLLEGE OF LETTERS AND SCIENCES

<u>Excellence in Teaching</u>	Neuman 2003-2004 Berger 2000-2001	Klug 1998-1999 Green 1997-1998 Neider 1996-1997 Searles 1995-1996
<u>Excellence in Research</u>		Neuman 1998-1999 Berger 1992-1993
<u>Excellence in Service</u>	Salem 2002-2003 Green 2001-2002	Neider 1996-1997

OTHER

WISCONSIN SOCIOLOGICAL ASSOCIATION:

Excellence in Teaching Award: Neider

Outstanding Scholarship Award: Berger

Outstanding Service to the Discipline: Green and Salem

UNIVERSITY OF WISCONSIN SYSTEM

Regents' Award for Excellence
in Teaching

UW-W Nominee Berger 2003-2004

APPENDIX P
 SAMPLE OF INTERNSHIP PLACEMENTS
 Data from 2001-2002 Sociology Department Annual Report

- Richard Salem placed 28 student interns in work settings for Summer 2001 in the following settings:

American Express Insurance, DePere
 Beloit Police Dept.
 Cudahy Police Dept.
 Kenosha Human Service Assn.
 Milwaukee County Sheriff's Dept (2)
 Jefferson County, Colorado Sheriff's Dept.
 Juvenile Treatment Center of Rock County, Janesville
 Milwaukee School of Engineering Upward Bound
 Milwaukee County Juvenile Court
 Public Defender's Office, Waukesha
 Muskego Police Dept.
 Rock County Juvenile Probation, Janesville
 Rock County Sheriff's Dept., Janesville (2)
 St. Charles School, Milwaukee
 South Beloit Police Dept.
 South Milwaukee Police Dept.
 University of Wisconsin-Madison, Center for Demography
 Walworth County Human Resources, Elkhorn
 Walworth County District Attorney's Office, Elkhorn
 Wausau Human Resources, ABR Placement
 West Bend Police Dept.
 Wisconsin Physicians Service Human Resources Dept., Madison
 State of Wisconsin-Janesville Probation/Parole
 State of Wisconsin-Milwaukee Probation/Parole (2)
 State of Wisconsin-Waukesha Probation/Parole
 Wisconsin State Patrol, District 2, Jefferson County

- Richard Salem placed 6 student interns in work settings for Fall 2001 in the following settings:

City of Jefferson School System, School Counseling
 Green County Sheriff's Dept.
 Racine County Sheriff's Dept.
 Rock County Sheriff's Dept., Janesville
 Wisconsin Public Defender's Office, Kenosha
 Wisconsin Public Defender's Office, Madison

- Richard Salem placed 15 student interns in work settings for Spring 2002 in the following settings:

Beginnings Group Home, Janesville
 Fairhaven Retirement Community
 Janesville Police Dept.
 Milwaukee County Sheriff's Dept.

Rock County Office of Juvenile Probation, Beloit
St. Charles School, Juvenile Treatment, Milwaukee
West Allis Police Dept.

Whitewater Police Dept.

Wisconsin Dept. of Justice Medicaid Fraud Investigation

Wisconsin DNR Conservation Warden (Enforcement Division)

Wisconsin Public Defender's Office, Kenosha

Wisconsin Public Defender's Office, Madison

Wisconsin Public Defender's Office, Waukesha (2)

- Lawrence Neuman facilitated the placement of a student in an internship in Ecuador where she worked in an orphanage and counseled single mothers.
- Darcie Vandegrift facilitated the placement of a student in a new internship opportunity working in sustainable agriculture.